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ABSTRACT

The purpose of this study was to identify and analyze competencies needed by local vocational administrators and to develop an administration model for training local vocational administrators in Mississippi. An inventory of competencies was developed through a review of related literature and was revised by a panel of five workshop participants. The revised list of competencies contained 168 task statements organized into nine categories. A questionnaire, incorporating this list, was mailed to all 127 secondary and postsecondary vocational administrators in Mississippi. The responses were analyzed to determine the frequency with which each task was used, the degree of training needed for each task, and the characteristics of the administrators responding. With respect to amount of time spent performing each task, two categories,--instructional management, and business and financial management--were rated the highest. These two categories, along with those of program planning, development, evaluation, and instructional management, were rated the highest with respect to amount of training needed. Finally, the results indicated that the largest number of vocational directors in Mississippi have nine years of experience or less. (Appended materials comprise the bulk of this document and include such items as the administrative task inventory, master list of competencies, summary of responses to 168 administrative tasks, etc.) (JH)

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IDENTIFICATION OF COMPETENCIES NEEDED BY LOCAL VOCATIONAL ADMINISTRATORS IN MISSISSIPPI

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Department of Industrial Education and Technology
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Finally, recognition is given to Dr. Harry Holloway and the late Dr. Joe Lewis, both of the State Division of Vocational and Technical Education, for their assistance during the course of this study. Dr. Holloway is Coordinator for Research Curricula and Teacher Education. Dr. Lewis was formerly the State Director of Vocational and Technical Education.

ABSTRACT

IDENTIFICATION OF COMPETENCIES NEEDED BY LOCAL VOCATIONAL ADMINISTRATORS IN MISSISSIPPI (REP No. R-78-02)

PURPOSE/OBJECTIVES: The purpose of this study was to develop an administrative model for local vocational personnel in Mississippi through a program of identification and validation of competencies most often used in the administrative process.

SPECIFIC OBJECTIVES were: (1) to identify competencies needed by local vocational administrators; (2) to conduct a program of validation of competencies needed by local vocational administrators in Mississippi; (3) to survey selected characteristics of local administrators in Mississippi; (4) to organize the competencies needed by local vocational administrators in terms of the relative amount of time spent performing each competency and their appropriate sequence; (5) to ascertain those frequently requested innovative strategies for training administrators that are recommended by local vocational administrators; and (6) to produce a product that will serve as a model for the development of programs for training and retraining local vocational administrators in Mississippi.

PROCEDURES: An extensive review of literature and research was conducted to identify, and analyze the competencies needed by vocational administrators. Findings of this search was reviewed and revised by five workshop participants, representing vocational administrators in Mississippi. A revised list of these competencies was incorporated into a questionnaire and mailed to the population of vocational administrators in Mississippi (127 secondary and post-secondary). The responses to the questionnaire were tabulated to determine: (1) the frequency with wich the competencies was used; (2) the characteristics of the vocational administrator in Mississippi and (3) the administrator expressed ideas about exemplary techniques for training. The results of this analysis were critically examined by five participants representing five states in a workshop situation.

RESULTS AND CONCLUSIONS: Based on the findings of this study, the following significant results and conclusions are cited:

1. One hundred and four of the 127 mailed questionnaires were utilized in the study.

2. There was a relatively high rating reported by respondents on each of the task statements for each section of the instrument.

3. Responses to amount of training needed to perform competency tasks were rated 3.5 or better on four out of nine competency categories.

4. With respect to the amount of training needed, the percent of competency task statements rated 3.5 or more in each category were: Category A-81%, Category B-79%, Category C-56%, Category D-46%, Category E-10%, Category F-53%, Category G-38%, Category H-39%, and Category I-73%.

5. With respect to relative amount spent performing each task, the percent by category of competencies rated 3.5 or higher were: Category A-33%, Category B-42%, Category C-11%, Category D-13%, Category E-0%, Category F-18%, Category G-13%, Category H-28%, and Category I-47%.

6. The largest number of vocational directors in Mississippi have nine years of experience or less.

7. Based on the Chi-Square Test, eleven significant difference were found in the relative amount of time spent performing administrative tasks as perceived by secondary versus post-secondary administrators.

8. The Chi-Square Test showed seven significant differences in the relative amount of time spent performing administrative tasks as perceived by rural versus urban administrators.

9. The degree of training needed by local vocational administrators in Mississippi can be successfully assessed by using the questionnaire technique with a likert scale for responses.

10. The master list of competencies nationally verified in the study by Norton et. al. (1977) is similar to the master list developed and verified in this study.

CHAPTER 1

Introduction

This project was undertaken in response to the priority of "Development and Implementation of Improved Vocational Education Management Strategies."*

The project outlines strategies and an overall plan for the development of an administrative model for local vocational administrators. This model may be used in the development of self-paced instructional material to be used to train local vocational administrators. This model consist of orderly sequenced competencies needed by local vocational administrators while performing their duties.

RATIONALE

Vocational education programs at the local level are rapidly increasing in number and are being designed to meet a broad range of student needs and interests.

These characteristics are essential in meeting the modern-day needs for vocational training. The success of these programs, however, depends to a large extent on

*Taken from the State Plan for the Administration of Vocational Education Under the Vocational Education Admendments of 1976, Public Law 94-482 Mississippi; 1978-1982, p. 56.

dynamic leadership and the availability of trained personnel equipped to meet this growing demand. A logical extention of this demand is a need for the identification of emperically derived competencies, if relevant and efficient training of administrators is to be accomplished. Those who will be filling these important roles must be trained to meet the demand for leadership in vocational education. Thus, it is imperative that training be based on verified competencies that are most often needed by local vocational administrators.

Recent studies tend to indicate the severity of the need to identify those competencies needed by local vocational administrators. Studies have been conducted to determine the role of local vocational administrators as perceived by principals, superintendents, etc., and the vocational administrator himself (Texas Education Agency, Austin, Division of Occupational Education, 1975; Valencia and Coy, 1975; Alabama Research Coordinating Unit for Vocational and Technical Education 1976; Lenin, 1968; Frankie and Miller, 1969 and Loudermilk and Webb, 1973). It seems apparent from these studies that there is no universality of opinion as to what the administrator's job should be. Further, there seems to be a broad range of opinions among educators as to what the local administrators job should be. These findings could have negative implications for programs designed to train local

vocational administrators. Without a definite model for training vocational administrators there is little chance that effective and efficient training can be offered in teaching situations.

As one means of addressing the need for training and retraining qualified local vocational administrators this research project was undertaken. A limited number of studies have been reported in the literature (Texas Education Agency, Austin Division of Occupational Research and Development, 1975; Edmund, 1967; and Tennessee State Department of Education, 1976). These studies were designed to: (1) identify specific tasks performed and items of information needed by vocational education personnel in various administrative and supervisory positions in their respective state; (2) determine the relative amount of time spent performing each task and sub-tasks; (3) survey the characteristics of local administrators, and (4) develop administrative models for training purposes. The findings of these studies tend to indicate that more empirical evidence is needed to validate administrative models of administrator competencies and that studies of validation are more useful and practical when developed in individual states.

Thus, with the continued growth of vocational and technical education programs in Mississippi it appears that training and retraining of local administrators is necessary. The first step toward meeting the training

needs, then would be to conduct a program of research similar to those discussed earlier that identifies those competencies needed by local vocational administrators in Mississippi.

STATEMENT OF THE PROBLEM

The major focus of this study was to identify and analyze the competencies needed by local vocational administrators, and to develop an administrative model for training local vocational administrators in Mississippi.

OBJECTIVES

To develop an administrative model for training and retraining local vocational administrators, the objectives were:

1. To identify competencies needed by local vocational administrators nationally.
2. To conduct a program of validation of competencies needed by local vocational administrators in Mississippi.
3. To survey selected characteristics of local vocational administrators in Mississippi.
4. To organize the competencies needed by local vocational administrators in Mississippi in terms of the relative amount of time spent performing each competency and the appropriate sequence.
5. To ascertain those most frequently requested innovative strategies for training administrators that are recommended by local vocational administrators in Mississippi.

6. To produce a product that will serve as a model for developing instructional material for training and retraining local vocational administrators in Mississippi.

RELATED RESEARCH

The research reported herein was selected for this review on the basis of its relationship to or support of the problem. Particular interest was given to studies in which competencies of local vocational administrators were identified. Additionally, research techniques such as instrument design, methodology and competency verification procedures were also carefully studied.

The literature search revealed many studied that were related to the problem of this study. The majority of these studies were statewide in scope and designed to relate to the interest of a particular state. A limited number of these studies have similar design characteristics but involved participants on a national basis. However, additional input is needed which relate to the unique needs of local vocational administrators in individual states. A brief summary of the most relevant studies will follow.

The role of vocational directors was studied by Loudermilk and Webb (1970). In this study, Texas high school principals and vocational directors were asked to respond to a sixty one(61) item questionnaire describing the role functions of the vocational director. The role

functions were gleaned from an extensive review of the literature. One hundred and twenty-one pairs of vocational directors and high school principals responded to the questionnaire. One finding of this study was that vocational directors and high school principals agreed on fifty-five(55) functions stated within the questionnaire.

A similar state-wide study was conducted in Ohio by Williams (1973). This study was designed to ascertain the role of vocational directors and supervisors in order to implement pre-service and in-service leadership development programs. On the basis of an extensive review of the literature, an eighty-four item questionnaire was developed and administered to 259 leaders in vocational education. Analysis of the results of this study indicated that there was some agreement and disagreement among directors and supervisors on their roles. This analysis revealed that supervisors were involved more with curriculum and instruction tasks while vocational directors were involved more with administrative tasks.

The role of vocational administrators in Oklahoma was studied by Briggs(1971). This study was based on questionnaire returns from 193 administrators who rated the importance of role functions of vocational administrators. While some significant differences in role perception of vocational administrators were found among the several types of administrators, the researcher

found commonalities among administrators on 40 competency items.

The role of the Director of Vocational Education at the public school level in the state of Tennessee was studied by Holt(1973). A 65 item questionnaire, developed from the literature, was mailed to 264 directors of vocational education. Analysis of the data indicated that there were significant differences between reference groups (local directors; secondary school principals; vocational teachers; and superintendents) in their perceptions of the actual role of the vocational administrator. Those categories of functions where significant differences existed were: administration and supervision, curriculum instruction, community interaction, and professional activities. A noteworthy conclusion reached by the research was that "other states or regions should conduct similar studies. If consistent results are found, sound and valid generalizations can be made concerning the role of the director"(p. 168).

Pope (1974) identified 90 competency elements that are critical to the job of vocational administrators as a result of analyzing the responses of 2,100 vocational administrators.

The competencies needed by Virginia Vocational Administrators were identified by Finch (1977) as he prepared to develop competency-based training materials

to meet the in-service needs of local vocational administrators. Using resource persons from throughout the state of Virginia and relevant research studies as a guide, an 87 item needs assessment instrument was developed and mailed to 198 local vocational administrators and superintendents. Twenty-nine of the eighty-seven competency items were rated 2.75(Likert Scale) or above by both groups on both scales (importance and in-service need). The final output of this project was to develop competency-based training material based upon the twenty-nine competency items.

Edmunds(1967) studied the responsibilities of local directors in the state of Utah. Data were collected from 37 school districts in Utah as well as state directors of vocational education in other states. Results of this study indicated that respondents agreed on ten general duties of the vocational director. They were: budgetary reporting, directing, work-study, and adult programs, contacting employers and employment services, recommending advisory committee appointments, holding conferences, conducting programs of in-service, maintaining public relations, and working to improve facilities. One important recommendation of the researcher was that training programs be developed for local directors and criteria for certification be established.

Input from vocational personnel into competency develop activities was sought from more than one state in Kasper's (1975) study as it was in Edmunds (1967) study. In this study, 268 local vocational administrators within USOE Region V participated in a study to determine the effective and ineffective critical behaviors affecting the successful performance of local vocational administrators. The critical incident technique, developed by Flanagan, was used to study 258 critical behaviors. Sixty-one percent of the critical behaviors were viewed by the participants as effective.

A recent national study involving the identification of competencies of local vocational administrators was developed by Norton, et al. (1977). The design and output of this project was of particular interest to the researchers of the project developed herein. Following a comprehensive search of the literature to identify competencies, an innovative approach to curriculum development called DACUM (Developing A Curriculum) was used to update the competency list and prepare an instrument for mailing. This instrument was mailed to nationally stratified sample of 130 practicing administrators of secondary and post secondary vocational educators. Analysis of questionnaire returns indicated that 166 of the competency statements were verified as important (meaning they received a rating of 3.0 or

above on a Likert Scale of 0-5). Further analysis indicated that 15 of the tasks were significantly different between urban and rural administrators and 31 tasks were significantly different between secondary and post secondary administrators.

Careful study of research reported in this review leads to some noteworthy conclusions. One important conclusion is that there have been numerous competencies identified that describe the duties and responsibilities of the local vocational administrator. However, there is little consistency among states as to the specific competencies that describe the duties of a local director in a particular state.

Each of the studies in this review used similar design techniques to verify competencies. The mailed questionnaire with likert scale for responding was the most widely used technique for determining ratings of importance, need for training and role perception.

While a few recent studies used input on a national basis, much additional information is needed to prepare for pre-service and in-service training needs in individual states. It was also concluded that further verification and identification of competencies from national studies by individual states could lead to sound and valid generalizations about the role of local vocational administrators. Thus, this review substantiates

the need to identify and verify the competencies that reflect the role and needs of local vocational administrators in Mississippi.

CHAPTER II

Procedures

INTRODUCTION

Three main methods were used to secure data for this research project. The first method consisted of examining sources of existing materials. Most of this material was secured by conducting an extensive review of literature related to the topic. A computer search was conducted through Mississippi State University's Library. A second method of securing data was the use of two workshops, which will be discussed later in this section. The third method of securing data was by use of a questionnaire that was mailed to all of the local vocational administrators in the state of Mississippi.

Three kinds of data were assembled during this investigation: (1) data relating to the amount of time administrators spend performing each of the competencies listed on the questionnaire; (2) data concerning the degree of training needed by administrators for each of the competencies listed; (3) data relating to characteristics' of the respondents who participated in the study.

GENERAL STRATEGY

Phase I. This phase of the investigation consisted of conducting an intensive search of the literature to identify studies that had been conducted on the topic under consideration. After visiting four state universities in search of related studies nine were secured. In addition to visiting state university libraries, project personnel visited the Center for Vocational Education at Ohio State University in search for related literature. ERIC, AIM, and ARM Data bases were also researched.

As a result of the literature search approximately eight lists of competencies were generated; one of which had been developed by Ohio State University. This competency list had been validated on a national level. Permission was obtained from Dr. Robert Norton to adopt and/or modify this instrument as necessary.

Phase II. This phase of the project was to conduct a two day workshop. The purpose of the workshop was to allow a panel of experts to study, revise and critique the preliminary competency list which had already been adopted from the Center for Vocational Education in Ohio. The participants also added or deleted competencies as they saw fit based on what they felt were the prevailing practices in Mississippi. Each of the 166 competencies

listed were analyzed, some were revised and some remained as they were. A list of 168 was finally developed.

The workshop participants made recommendations concerning the final development of the survey instrument which was to be sent to the local directors throughout the state. Finally, the participants gave their evaluation of the two-day workshop (See Appendix E).

Phase III. Phase three of the project consisted of revising the preliminary questionnaire which had been critiqued by the panel of experts during workshop I. This process involved setting up the format and typing up a draft questionnaire. The next step in phase three was the pilot test. Fifteen administrators and faculty personnel at Alcorn State University were asked to pilot test the questionnaire. The purpose of this test was to: (1) test the clarity of each item on the questionnaire; (2) rate the amount of time required to complete it, and (3) rate the overall appearance of the document. The questionnaire was also studied by Alcorn's computer programmer who made recommendations for the overall design of the questionnaire. Particular attention was focused on design techniques that expedited the transition of responses from the questionnaire to program cards.

Phase IV. Phase four of the study consisted of mailing the completed questionnaires to each secondary and post-secondary

local directors in the State of Mississippi. Each questionnaire was accompained by a self addressed stamped envelope and a cover letter giving a brief statement about the study. A letter of endorsement from the State Director of Vocational Education, the late Dr. Joe Lewis, was also included (See Appendix G).

A roste. of the local directors was supplied by Mr. B. C. Messer, State Supervisor of Trade and Industrial Education. A total of 127 questionnaire were mailed on July 25, 1978. On August 22, 1978, a follow-up questionnaire consisting of a cover letter was sent to those directors who had not responded by that time. On September 12, 1978, a postcard was sent to the non-responding directors reemphasing the importance of their responses. Final efforts to contact participants were made by telephone on September 22 and 23, 1978. By September 30, which was the designated cut-off date, a total of 104 questionnaire had been returned. The 104 returned questionnaires represented an 82% return. The project staff had hoped and worked for a higher percentage of returns. However, due to the limited time frame of the project, it was decided that the data be analyzed at that time. The data were transferred to code sheets and analyzed by computer at Jackson State University.

Phase V. This phase consisted of conducting a two-day workshop. (Workshop II) The objectives of workshop II were to allow five participants to: (1) compare our competency inventory with those prepared in other states; (2) organize the competency list into the most logical sequence; and (3) to evaluate all prior activities of the project.

The panel of experts selected for workshop II were persons who had prior experience with the identification of competencies of local vocational administrators. The recommendations and evaluations of the panel is listed in Appendix E.

CHAPTER III

Findings

This chapter presents the major findings of the data collected during the identification and verification of competencies of local vocational administrators in Mississippi.

A major activity of this project was to generate a list of competencies that best describe the role of vocational administrators in Mississippi. Initially, this competency list was gleaned from a comprehensive review of literature and research. Additionally, a considerable amount of study was given the master list of 166 competencies nationally verified by Norton et al. (1977). This activity seemed appropriate since the competency list developed by Norton et al. (1977) was developed from many of the same studies identified in this project. Further refinement of the competency list was accomplished by holding a workshop in which the competency list was critiqued by five resource persons representing, Mississippi Vocational Higher Education, post-secondary vocational administration, and secondary vocational administration. The final list of competencies contained 168 task statements divided into nine categories. Appendix K displays the final master

list of competencies used in the project's verification process.

One hundred and four local vocational administrators returned usable questionnaires for analysis. A summary of their responses to the amount of time spent performing each task and the degree of training most administrators need to perform these tasks is presented in Appendix L. The summary provides data on: (a) number of responses to each task statement; (b) median response to each task statement; and (c) percent responding to each likert scale value (5-0). It is interesting to note the relatively high rating reported by respondents on each of the task statements for each section of the instrument.

Each of the 168 task statements were rank ordered by median score on amount of training needed to effectively perform each task and the relative amount of time spent performing each task. Appendix I and J displays each task statement with its corresponding rank and median score. Responses to amount of training needed to perform competency tasks were rated 3.5 or better on four out of nine competency categories. The percent of competency task statements rated 3.5 or more in each category were: Category A-81%, Category B-79%, Category C-56%, Category D-46%, Category E-10%, Category F-53%, Category G-38%, Category H-39%, and Category I-73%.

With respect to relative amount of time spent performing each task, the percent by category of competencies

rated 3.5 or better were: Category A-33%, Category B-42%, Category C-11%, Category D-13%, Category E-0%, Category F-18%, Category G-13%, Category H-28%, and Category I-47%.

The mailed questionnaire contained two parts -- Part I: the task statements and likert scale and Part II: a section eliciting information concerning the characteristics of the respondents. Appendix O presents a summary of the data on personal characteristics. It is worthy of note that the largest number of vocational directors in Mississippi have nine years of experience or less.

Two responses of Part II of the instrument were used in a chi-square analysis of significant difference. The first analysis was conducted to determine if there was a significant difference between secondary and post-secondary administrators on the median score of responses to the relative amount of time spent performing each administrative task. The second analysis was conducted to determine if there was a significant difference between administrators of urban (100,000 or more population) and rural populations on the same responses to the task statements. In the first analysis, eleven of the task statements were found to be significant (See Appendix M). In the second analysis between administrators of urban and rural populations, seven of the task statements were found to be significant (See Appendix N).

CHAPTER IV

Conclusions and Recommendations

Presented in this chapter are the conclusions and recommendations based on the findings (Chapter III) of this study.

CONCLUSION

On the basis of the findings of this study, the following conclusions are drawn:

1. The degree of training needed by local vocational administrators in Mississippi can be successfully assessed by using the questionnaire technique with a likert scale for responses.

2. The estimated amount of time spent performing the various job functions of local vocational directors in Mississippi can be successfully measured using the questionnaire technique and likert scale for responding.

3. The master list of competencies nationally verified in the study by Norton et al. (1977) is similar to the master list developed and verified in this study.

4. The estimated amount of time secondary vocational administrators spent performing 157 tasks of master task list is similar to post-secondary vocational directors.

5. The estimated amount of time rural secondary vocational directors spend performing 161 tasks of master task list is similar to urban post-secondary vocational directors.

6. The data collected and analyzed in this study can be used to conduct pre-service and in-service activities and prepare instructional materials.

RECOMMENDATIONS

The recommendations which follow are based on the activities and findings of this project:

1. The competencies identified and studied in this investigation should be used: (1) to conduct in-service education activities for incumbent vocational directors in Mississippi; (2) to serve as a foundation for the development and revision of educational programs in Mississippi and (3) to prepare general instructional materials and/or self-paced instructional packages for training local vocational directors. The modules developed by Finch (1977) and Norton (1977) are examples of individualized instructional materials recommended.

2. Efforts should be made to up-date the Master List of Competencies periodically.

3. Vocational directors in Mississippi with experience in developing individualized instructional material should have input into any curriculum material developed from the results of this project.

4. Results of this study should be disseminated to local vocational directors and higher education institutions throughout the state of Mississippi.

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APPENDIX A

ERIC AND AIM/ARM SEARCH DESCRIPTORS

The following descriptor information was used to initiate the literature searches used in the review section of this report.

1. Vocational directors (covered all types)
2. Skills IDE (included competencies)
3. Qualifications/DE
4. Administrator responsibility
5. Teacher responsibilities
6. Educators responsibilities

The computer literature searches were conducted by Mississippi State University Library's Search Analysist on January 18, 1978. Searches were made through ERIC and AIM/ARM data bases.

Literature searches were also made manually through: EI - Education Index, CIJE - Current Index to Journals in Education, and DIS - Dissertation Abstracts International.

APPENDIX B

LETTERS TO ADVISORY PANEL

Alcorn State University
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Lorman, Mississippi 39096

DEPARTMENT OF INDUSTRIAL
EDUCATION AND TECHNOLOGY

March 28, 1978

As part of a research contract with the Mississippi State Division of Vocational Education, co-directed by Dr. Kenneth L. Simmons and myself, tentative plans are being made to hold a one-day workshop the last week in April (an abstract of the total project is attached). The purpose of this workshop will be to determine those competencies that seem to be more applicable to the needs of Mississippi Local Vocational administrators.

The workshop format is designed to accommodate five experts, representing local vocational administration, state vocational administration and Higher Education. You are invited to serve as one of those consultants. A budget has been established for remuneration of travel and consultation expenses.

Please indicate by April 15, 1978, whether you would be interested in attending. Once your interest is known, more information, i.e., specific date, time, and place; agenda, etc., will be provided.

We look forward to hearing from you.

Sincerely yours,

J. W. Fair

J. W. Fair
Project Co-Director

JWF/ab

Attachment

Alcorn State University
PHONE: AREA CODE 601-877-3711
Lorman, Mississippi 39096

DEPARTMENT OF INDUSTRIAL
EDUCATION AND TECHNOLOGY

July 21, 1978

Under contract with the Mississippi State Division of Vocational Education, we are conducting a research study to verify competencies needed by local vocational administrators in Mississippi (see attached abstract). A critical activity of this project will be to hold a two-day workshop within which five experts in the area of competency identification of local vocational administration will assist us with several specific aspects of the project e.g., evaluation of prior activities, activity planning, data analysis strategies, etc.

In cooperation with your State Director of Vocational Education, you have been identified as having interest and expertise in research dealing with the identification of competencies of local vocational administrators. Your nomination, using our selection criteria, indicates that you have demonstrated outstanding leadership in this area.

Thus, we are delighted to have the opportunity to invite you to attend our workshop on August 17 and 18, of the next month. Travel expenses and a consultation fee have been budgeted. Upon notification of your interest in this workshop, more detailed information will be provided.

We look forward to your reply with interest.

Sincerely yours,

J. W. Fair

J. W. Fair
Project Co-Director

JWF/ab

Enclosure

APPENDIX C

AGENDA FOR WORKSHOPS (I & II)

PROGRAM

Alcorn State University
Lorman, Mississippi 39096
Agricultural Science Building

SDVTE LOCAL VOCATIONAL ADMINISTRATOR COMPETENCY IDENTIFICATION PROJECT

Advisory Panel First Meeting
May 18-19, 1978

9:30-11:30	Registration	
11:30-1:00	Lunch	
1:00-1:15	Welcome	Dr. Jesse A. Morris
1:15-2:00	Introduction: Orientation to SDVTE-LVACIP, purposes, objectives, duration, project plan	Dr. J. W. Fair
2:00-2:30	Responsibilities of panel	Mr. George Marshall
2:30-3:00	Expected outcomes of the Project	Dr. Kenneth Simmons
3:00-5:00	Group Discussion of the Roles and responsibilities of Local Vocational Administrators	Mr. Charles Creely, Director Vocational and Technical Education, Copiah-Lincoln Junior College Dr. Walter Dukes, Head Department of Industrial Education, MVSU Mr. Marvin Hayes, Director North Panola Vocational Complex Mr. James Reeves, Assistant Director, Secondary Vocational Education SDVTE

Mr. Glen Shoemake,
Director
McComb Vocational
Complex

Friday, May 19

9:00-10:15	Group Discussion Continue	
10:15-10:30	Break	
10:30-11:45	Develop Tentative List of Competencies	Participants
11:45-1:30	Lunch	
1:30-1:45	Summary and Evaluation	Dr. J. W. Fair
1:45-2:00	Remarks	Dr. Kenneth Simmons
2:00-2:15	Travel Vouchers	Mr. George Marshall
2:15	Adjourn	

SDVTE WORKSHOP

IDENTIFICATION OF COMPETENCIES OF LOCAL VOCATIONAL DIRECTORS

August 14-15, 1978
Holiday Inn North I-55
Jackson, Mississippi

TENTATIVE AGENDA

Monday, August 14, 1978

7:30	Breakfast
8:00	Introduction and Welcome Overview of the Project Evaluation of Project to Date Review Materials Sample Competency Lists Description of Workshop I Development of Questionnaire Data Collection Procedures
10:00	Coffee Break
10:30	Data Analysis Strategy Status of Questionnaire Returns Proposed Analysis Techniques Sample Reporting Format
12:00	Lunch (Motel Buffet)
1:00	Evaluation (Workshop Consultants)
4:00	General Session Evaluation Summary

Tuesday, August 15, 1978

7:30	Breakfast
8:00	Sequencing Competencies
10:00	Break
10:30	Strategies for Developing Administrative Model

12:00	Lunch (Motel Buffet)
1:00	Strategies for Implementing Competency Task List
2:30	Break
3:00	Summary and Remarks
3:30	Reimbursement Procedures

APPENDIX D

LIST OF WORKSHOP PARTICIPANTS (I & II)

LIST OF PARTICIPANTS FOR WORKSHOP I

1. Mr. Charles Creely, Director
   Vocational and Technical Education,
   Copiah-Lincoln Junior College

2. Dr. Walter Dukes, Head
   Department of Industrial Education
   Mississippi Valley State University

3. Mr. Marvin Hayes, Director
   North Panola Vocational Complex

4. Mr. James Reeves, Assistant Director
   Secondary Vocational Education SDVTE

5. Mr. Glen Shoemake, Director
   McComb Vocational Complex
   McComb, Mississippi 39648

LIST OF PARTICIPANTS FOR WORKSHOP II

1. Mr. Ray Barber, RCU Director
   201 East Eleventh Street
   Austin, Texas 78701

2. Dr. Melvin Miller
   Associate Professor
   Department of Vocational & Technical Education
   The University of Tennessee
   Knoxville, Tennessee 37916

3. Dr. Douglas Patterson, Director
   Research Center Unit
   858 State Office Building
   Montgomery, Alabama 36130

4. Mrs. Martha Raymer, Director
   Vocational Education
   Region 4
   Room 129
   Western Kentucky University
   Bowling Green, Kentucky 42101

5. Dr. Richard Vasek, Head
   Industrial & Occupational Education Department
   Mississippi State University
   Mississippi State, Mississippi 39762

APPENDIX E

PARTICIPANTS EVALUATION OF WORKSHOPS (I & II)

PARTICIPANTS EVALUATION OF WORKSHOP I

DIRECTIONS: Indicate the level of success of the SDVTE Project Workshop by placing an "X" in the appropriate box under RATING.

	RATING				
	FAIR	GOOD	EXCELLENT	NOT APPLICABLE	NO COMMENTS
1. With respect to the workshop objectives:					
a. the objectives were well defined . . .		2	3		
b. the objectives were measurable		1	4		
c. the objectives were communicated to and understood by each participated		1	4		
d. the objectives were successfully accomplished		1	4		
2. With respect to the workshop format: . . .					
a. positive structure was provided . . .	1	1	3		
b. appropriate flexibility was afforded		2	3		
c. each participant was able to provide input into all activities			5		
3. With respect to the management/leadership of the workshop:					
a. appropriate planning was done		3	2		
b. there was high level motivation . . .		2	3		
c. workshop activities were organized and functional		1	4		
4. With respect to the workshop as a whole:					
a. the activities were interesting . . .		1	4		
b. my overall rating was.		2	3		

WORKSHOP II SUMMARY EVALUATION

In a paragraph or two, discuss how well each of the numbered activities were accomplished. (You may also wish to indicate what could be done to improve upon these activities).

1. Review of literature and development preliminary list of task statements.

   The team noted that the project has drawn heavily upon information from The Center for Vocational Education, Ohio State University study on The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. The evaluation team suggests that this constitutes wise judgment to use the resources available; however, appropriate recognition should be given in the final report.

2. Workshop I activities.

   The team agreed that the Workshop I activities served a functional purpose to eliminate duplication in the task statements and gave an opportunity for local administrators to become involved.

   It also, provided for face validation of competencies needed by local vocational administrators in Mississippi.

3. Development of questionnaire.

   The questionnaire follows the format established by The Center for Vocational Education, Ohio State University in the previously mentioned study. The team deems this appropriate but did have a concern that the decision was made to measure the competencies on the basis of "time spent performing each task" rather than "how important is the performance of this task" to a local administrator.

4. Data analysis procedures.

   The data analysis which are proposed follows the procedures used by The Center for Vocational Education, Ohio State University study. The team commends the

project staff for this; however, the team believes that a select group of local administrators should be identified, if at all possible, to allow a comparison of their responses to those of the general population.

The team suggests that a comparison be made between the findings of this project and the Ohio State project.

5. Workshop II activities.

The team believes that the activities and topics which the Workshop II consultants were asked to address were most appropriate. The overall organization and thoroughness of the workshop is to be commended; however, the team believes that the expertise of the Workshop II consultants could have been more effectively utilized prior to finalization of the data collection instrument and procedures.

6. Additional comments and/or recommendations.

The team recommends that two final reports be prepared as follows:

One final report to the funding agency which should contain the technical information and data obtained in the study.

A second "popularized" report should be prepared for consumption of the practitioners. This report should include the rank order and mean of each task according to "time spent performing each task" and "degree of training needed" as well as a composite rank order and mean of these tasks. The report should also include a list of task statements involving differences between secondary and post-secondary needs.

The evaluation team recommends that as plans are made to utilize the findings of this research, state department staff, teacher educators from across the state and key local administrators be involved in planning and implementing future training programs.

As a final note the team believes that this project can have a positive impact on the quality of local administration of vocational education and commend the utilization of the findings from this project.

APPENDIX F

ADMINISTRATOR TASK INVENTORY

Alcorn State University
PHONE: AREA CODE 601-877-3711
Lorman, Mississippi 39096

DEPARTMENT OF INDUSTRIAL
EDUCATION AND TECHNOLOGY

ADMINISTRATOR TASK INVENTORY*

Why We Need YOUR Help

In cooperation with the State Department of Vocational Education, we are conducting a State-wide study to determine the competencies needed by local vocational administrators to effectively carry out their duties and responsibilities.

The study requires the careful identification and verification of the many tasks performed by local administrators working at both the secondary and post-secondary levels. Once the tasks have been identified, we will begin to develop competency-based instructional materials designed specifically to help meet the training needs of vocational administrators. The knowledge and experience you have gained by your direct involvement in most, if not all, of these tasks make you uniquely qualified to advise us on both the importance of each task and on the degree of need for training which exists. Your individual responses will be held in strict confidence, as only group responses will be reported.

You have been carefully selected as a qualified respondent, and your input will contribute to the development of effective training materials for local administrators. Should you wish to contribute even further to this curriculum development effort, please provide all of the information requested about your interest and areas of expertise in Part II of this instrument.

Please try to complete this inventory within five working days. A stamped, self-addressed envelope is provided for your convenience in returning the inventory. As a small expression of our appreciation for completing this inventory, we will send you a summary of our findings.

THANKS VERY MUCH FOR YOUR ASSISTANCE.

PART I - TASK STATEMENTS

Instructions: Please read very carefully!

On the pages which follow you will find a list of task statements clustered into eight major categories (A through I) which may relate to the administration of local vocational education programs. We need your personal reaction to two major questions about each task statement:

a. How important is the performance of the task in your job as a local administrator?

b. What degree of training do most local administrators need in order to effectively perform the task?

Answer these questions by completing the following steps:

1. For each task in Category A indicate how frequent you believe you perform the task in your job as a local administrator. In the "Frequency of Use of Each Task" column choose and circle the number which most accurately reflects the relative amount of time spent performing each task. If you do not perform some of the tasks because they are another administrator's responsibility at your school, please circle the number which indicates the frequency of use of each task as they are used in the overall administration of vocational education at your school. If a teacher or other non-administrator independently performs some of the tasks listed, mark them as no time spent performing in your job as a local administrator. Use the scale below to rate the amount of time spent performing each task.

   5 = Of Great Use — The task requires a great deal of the administrator's time to perform.
   4
   3
   2
   1
   0 = Of No Use — The task does not require any of the administrator's time to perform.

2. Add any statements to Category A that describe other tasks that you have performed, or that you feel need to be performed by local administrators which are not listed.

3. For each of the statements in the category (except those you judged to be of no importance), indicate the degree of training needed. In the "Degree of Training Needed" column, indicate the extent to which the task requires that most administrators who perform the task obtain training to successfully and efficiently perform it. Use the scale below to indicate the degree of training needed.

   5 = Great Need — The task requires a great deal of training for the administrator.
   4
   3
   2
   1
   0 = No Need — The task requires no training.

4. Repeat steps No. 1, No. 2, and No. 3 for each of the remaining categories.

5. Check the inventory to see if you have responded to both questions for each statement (except for those tasks which you judged to be of no importance).

ADMINISTRATOR TASK INVENTORY

Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time ... No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need ... No Need
CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION		
1. Survey and analyze student/parent attitude and interests.	5 4 3 2 1 0	5 4 3 2 1 0
2. Collect and analyze manpower needs assessment data.	5 4 3 2 1 0	5 4 3 2 1 0
3. Recommend curriculum revisions based on evaluation data.	5 4 3 2 1 0	5 4 3 2 1 0
4. Approve courses of study.	5 4 3 2 1 0	5 4 3 2 1 0
5. Conduct occupational task analysis for use in curriculum development.	5 4 3 2 1 0	5 4 3 2 1 0
6. Determine entry-level requirements for jobs.	5 4 3 2 1 0	5 4 3 2 1 0
7. Involve community representatives in program planning and development.	5 4 3 2 1 0	5 4 3 2 1 0

Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time					No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need					No Need
8. Obtain state and federal services and resources for program development.	5	4	3	2	1	0	5	4	3	2	1	0
9. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	5	4	3	2	1	0	5	4	3	2	1	0
10. Prepare annual program plans.	5	4	3	2	1	0	5	4	3	2	1	0
11. Prepare and update long-range local program plans.	5	4	3	2	1	0	5	4	3	2	1	0
12. Develop overall local vocational program goals.	5	4	3	2	1	0	5	4	3	2	1	0
13. Coordinate vocational curriculum development and articulation efforts.	5	4	3	2	1	0	5	4	3	2	1	0
14. Recommend program admission and graduation requirements.	5	4	3	2	1	0	5	4	3	2	1	0
15. Recommend program policies to the administration and board.	5	4	3	2	1	0	5	4	3	2	1	0
16. Implement local board and administrative policies.	5	4	3	2	1	0	5	4	3	2	1	0
17. Implement state and/or federal vocational education legislation.	5	4	3	2	1	0	5	4	3	2	1	0

18. Implement other relevant state and federal legislation (such as CETA).	5	4	3	2	1	0	5	4	3	2	1	0
19. Develop plans for evaluating local instructional programs.	5	4	3	2	1	0	5	4	3	2	1	0
20. Direct self-evaluation of the local district vocational programs.	5	4	3	2	1	0	5	4	3	2	1	0
21. Involve external evaluation personnel in assessing program effectiveness.	5	4	3	2	1	0	5	4	3	2	1	0
22. Design and select instruments for evaluating the instructional program.	5	4	3	2	1	0	5	4	3	2	1	0
23. Evaluate the effectiveness of the instructional program.	5	4	3	2	1	0	5	4	3	2	1	0
24. Initiate student and employer follow-up studies.	5	4	3	2	1	0	5	4	3	2	1	0
25. Analyze student and employer follow-up studies.	5	4	3	2	1	0	5	4	3	2	1	0
26. Assess and make recommendations regarding student testing and grading procedures.	5	4	3	2	1	0	5	4	3	2	1	0
27. Write proposals for the funding of new programs and the improvement of existing programs.	5	4	3	2	1	0	5	4	3	2	1	0
28. Coordinate local demonstration, pilot, and exemplary programs.	5	4	3	2	1	0	5	4	3	2	1	0
29. Design and coordinate local vocational research studies.	5	4	3	2	1	0	5	4	3	2	1	0
30. Interpret and use research results for program development and improvement.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time					No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need					No Need
31. Develop supplemental/remedial instructional programs to meet student needs.	5	4	3	2	1	0	5	4	3	2	1	0
32. Develop accountability plans.	5	4	3	2	1	0	5	4	3	2	1	0
CATEGORY B: INSTRUCTIONAL MANAGEMENT												
1. Develop instructional program entry and completion requirements.	5	4	3	2	1	0	5	4	3	2	1	0
2. Develop student rules and policies (such as attendance and discipline).	5	4	3	2	1	0	5	4	3	2	1	0
3. Implement student rules and policies.	5	4	3	2	1	0	5	4	3	2	1	0
4. Design and oversee student progress reporting procedures.	5	4	3	2	1	0	5	4	3	2	1	0
5. Prepare a master schedule of course offerings.	5	4	3	2	1	0	5	4	3	2	1	0

6. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	5	4	3	2	1	0	5	4	3	2	1	0
7. Implement a curricula designs that will achieve the school's instructional goals.	5	4	3	2	1	0	5	4	3	2	1	0
8. Guide staff in integrating and articulating the vocational program with the total educational program.	5	4	3	2	1	0	5	4	3	2	1	0
9. Integrate vocational student organizational activities into the instructional program.	5	4	3	2	1	0	5	4	3	2	1	0
10. Provide for cooperative education program where needs exist.	5	4	3	2	1	0	5	4	3	2	1	0
11. Provide for supplemental/remedial instructional programs where needs exist.	5	4	3	2	1	0	5	4	3	2	1	0
12. Provide for career exploration activities where needs exist.	5	4	3	2	1	0	5	4	3	2	1	0
13. Provide for special needs programs (i.e. Gifted and Handicapped Programs, Start Up Programs, etc.)	5	4	3	2	1	0	5	4	3	2	1	0
14. Provide for adult/continuing education programs where needs exist.	5	4	3	2	1	0	5	4	3	2	1	0
15. Articulate secondary and post-secondary vocational program objectives and instruction.	5	4	3	2	1	0	5	4	3	2	1	0
16. Approve selection of instructional equipment.	5	4	3	2	1	0	5	4	3	2	1	0
17. Approve selection of instructional materials.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time					No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need					No Need
18. Provide learning resources for students.	5	4	3	2	1	0	5	4	3	2	1	0
19. Develop a student handbook.	5	4	3	2	1	0	5	4	3	2	1	0
_____												
_____												
CATEGORY C: STUDENT SERVICES												
1. Oversee vocational student recruitment activities.	5	4	3	2	1	0	5	4	3	2	1	0
2. Oversee vocational school admission services.	5	4	3	2	1	0	5	4	3	2	1	0
3. Arrange for vocational work study programs.	5	4	3	2	1	0	5	4	3	2	1	0
4. Oversee vocational student guidance and testing services.	5	4	3	2	1	0	5	4	3	2	1	0
5. Provide vocational student job placement services.	5	4	3	2	1	0	5	4	3	2	1	0
6. Oversee student follow-up services.	5	4	3	2	1	0	5	4	3	2	1	0
7. Oversee student record-keeping system.	5	4	3	2	1	0	5	4	3	2	1	0

8. Interpret and apply student rights, laws, and regulations (including laws regarding sex equality).	5	4	3	2	1	0	5	4	3	2	1	0
9. Make provision and provide leadership for student organizations. (i.e. DECCA, FBLA, FFA, FHA-HERO, PHI BETA LAMBA, AND VICA)	5	4	3	2	1	0	5	4	3	2	1	0

CATEGORY D: PERSONNEL MANAGEMENT

1. Recommend vocational personnel policies.	5	4	3	2	1	0	5	4	3	2	1	0
2. Maintain a vocational personnel handbook.	5	4	3	2	1	0	5	4	3	2	1	0
3. Assess program staffing requirements (i.e. program justification, competencies, legalities, etc.).	5	4	3	2	1	0	5	4	3	2	1	0
4. Prepare job descriptions.	5	4	3	2	1	0	5	4	3	2	1	0
5. Establish staff selection and recruitment procedures.	5	4	3	2	1	0	5	4	3	2	1	0
6. Recruit and interview potential staff.	5	4	3	2	1	0	5	4	3	2	1	0
7. Recommend potential staff to the administration and board.	5	4	3	2	1	0	5	4	3	2	1	0
8. Participate in negotiating staff working agreements (i.e. contracts, salaries, etc.).	5	4	3	2	1	0	5	4	3	2	1	0
9. Establish staff grievance procedures.	5	4	3	2	1	0	5	4	3	2	1	0
10. Resolve staff grievances and complaints.	5	4	3	2	1	0	5	4	3	2	1	0
11. Disseminate staff benefits information.	5	4	3	2	1	0	5	4	3	2	1	0

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Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time					No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need					No Need
12. Counsel and advise staff on professional matters.	5	4	3	2	1	0	5	4	3	2	1	0
13. Schedule staff work loads.	5	4	3	2	1	0	5	4	3	2	1	0
14. Schedule staff leaves, vacations, and sabbaticals.	5	4	3	2	1	0	5	4	3	2	1	0
15. Oversee the work of teachers and other school personnel.	5	4	3	2	1	0	5	4	3	2	1	0
16. Provide for a staff record-keeping system.	5	4	3	2	1	0	5	4	3	2	1	0
17. Plan and conduct staff meetings.	5	4	3	2	1	0	5	4	3	2	1	0
18. Prepare bulletins and other communications designed to keep staff informed.	5	4	3	2	1	0	5	4	3	2	1	0
19. Observe and evaluate staff performance.	5	4	3	2	1	0	5	4	3	2	1	0
20. Recommend staff promotions and dismissals.	5	4	3	2	1	0	5	4	3	2	1	0
21. Provide guidance to the staff on legal matters affecting the school program.	5	4	3	2	1	0	5	4	3	2	1	0
22. Interpret and apply licensing and certification regulations.	5	4	3	2	1	0	5	4	3	2	1	0

23. Interpret and apply labor laws and regulations.	5	4	3	2	1	0		5	4	3	2	1	0
24. Interpret and apply affirmative action laws and regulations.	5	4	3	2	1	0		5	4	3	2	1	0
_____													
_____													
CATEGORY E: STAFF DEVELOPMENT													
1. Develop a needs assessment for staff development.	5	4	3	2	1	0		5	4	3	2	1	0
2. Assist in the preparation of individual staff profiles.	5	4	3	2	1	0		5	4	3	2	1	0
3. Counsel with staff regarding personnel development needs and activities.	5	4	3	2	1	0		5	4	3	2	1	0
4. Establish, maintain, and make provisions for staff learning resources.	5	4	3	2	1	0		5	4	3	2	1	0
5. Conduct workshops and other inservice programs for professional personnel.	5	4	3	2	1	0		5	4	3	2	1	0
6. Arrange for workshops and other inservice programs for professional personnel.	5	4	3	2	1	0		5	4	3	2	1	0
7. Provide for inservice programs for supportive personnel.	5	4	3	2	1	0		5	4	3	2	1	0
8. Provide for preservice programs for professional personnel.	5	4	3	2	1	0		5	4	3	2	1	0
9. Arrange for staff exchanges with business and industry.	5	4	3	2	1	0		5	4	3	2	1	0
10. Evaluate staff development programs.	5	4	3	2	1	0		5	4	3	2	1	0

Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time					No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need					No Need
CATEGORY F: PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT												
1. Maintain ethical standards expected of a professional educator.	5	4	3	2	1	0	5	4	3	2	1	0
2. Develop and maintain professional relationships with other administrators.	5	4	3	2	1	0	5	4	3	2	1	0
3. Develop and maintain professional relationships with state department of education personnel.	5	4	3	2	1	0	5	4	3	2	1	0
4. Develop and maintain rapport with personnel in professional organizations.	5	4	3	2	1	0	5	4	3	2	1	0
5. Participate in local and national professional organizations.	5	4	3	2	1	0	5	4	3	2	1	0
6. Participate in professional meetings for self-improvement.	5	4	3	2	1	0	5	4	3	2	1	0
7. Promote professional image through personal appearance and conduct.	5	4	3	2	1	0	5	4	3	2	1	0
8. Assist with the development of state and/or federal plans for vocational education.	5	4	3	2	1	0	5	4	3	2	1	0

9. Participate in the development of vocational education legislation.	5	4	3	2	1	0	5	4	3	2	1	0
10. Recommend policy regarding commendation statements for professional organizations.	5	4	3	2	1	0	5	4	3	2	1	0
11. Represent teacher interests and concerns to other administrators and the board.	5	4	3	2	1	0	5	4	3	2	1	0
12. Develop and implement effective interpersonal skills.	5	4	3	2	1	0	5	4	3	2	1	0
13. Read and use information from professional journals, reports, and related materials for self-improvement.	5	4	3	2	1	0	5	4	3	2	1	0
14. Apply management by objectives (MBO) techniques to personal work assignments.	5	4	3	2	1	0	5	4	3	2	1	0
15. Develop cooperative problem-solving and decision-making skills.	5	4	3	2	1	0	5	4	3	2	1	0
16. Assess personal performance as an administrator.	5	4	3	2	1	0	5	4	3	2	1	0
17. Develop/utilize effective communication skills.	5	4	3	2	1	0	5	4	3	2	1	0

_____

_____

CATEGORY G: SCHOOL COMMUNITY RELATIONS

1. Develop a plan for promoting good public relations.	5	4	3	2	1	0	5	4	3	2	1	0
2. Prepare and recommend public relations and communications policies.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time					No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need					No Need
3. Coordinate use of occupational (craft) advisory committees.	5	4	3	2	1	0	5	4	3	2	1	0
4. Organize and work with a general vocational advisory council.	5	4	3	2	1	0	5	4	3	2	1	0
5. Develop working relationships with employers and agencies.	5	4	3	2	1	0	5	4	3	2	1	0
6. Prepare and recommend cooperative agreements with other agencies.	5	4	3	2	1	0	5	4	3	2	1	0
7. Involve community in school programs and activities.	5	4	3	2	1	0	5	4	3	2	1	0
8. Participate in school organizations.	5	4	3	2	1	0	5	4	3	2	1	0
9. Participate in community organizations.	5	4	3	2	1	0	5	4	3	2	1	0
10. Promote good relationships between vocational and general education staff.	5	4	3	2	1	0	5	4	3	2	1	0
11. Encourage staff participation in community, civic, service, and social organizations.	5	4	3	2	1	0	5	4	3	2	1	0
12. Promote cooperative efforts of parent and teacher groups.	5	4	3	2	1	0	5	4	3	2	1	0

13. Conduct informational programs for the public (such as open house and career awareness programs).	5	4	3	2	1	0	5	4	3	2	1	0
14. Meet and confer with visitors.	5	4	3	2	1	0	5	4	3	2	1	0
15. Make public presentations on school programs and activities.	5	4	3	2	1	0	5	4	3	2	1	0
16. Conduct public hearings and meetings.	5	4	3	2	1	0	5	4	3	2	1	0
17. Conduct orientation programs for students and staff.	5	4	3	2	1	0	5	4	3	2	1	0
18. Conduct recognition programs for students, staff, and community supporters.	5	4	3	2	1	0	5	4	3	2	1	0
19. Plan for exhibits and displays.	5	4	3	2	1	0	5	4	3	2	1	0
20. Develop materials to promote the vocational programs.	5	4	3	2	1	0	5	4	3	2	1	0
21. Write news releases for school and area media.	5	4	3	2	1	0	5	4	3	2	1	0
22. Obtain and analyze feedback about the school.	5	4	3	2	1	0	5	4	3	2	1	0
23. Evaluate the public relations program.	5	4	3	2	1	0	5	4	3	2	1	0
24. Apply public "right-to-know" laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0

CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT

1. Determine the need for physical facilities.	5	4	3	2	1	0	5	4	3	2	1	0
2. Conduct land and facility feasibility studies.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time					No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need					No Need
3. Recommend building sites.	5	4	3	2	1	0	5	4	3	2	1	0
4. Recommend the selection of an architect.	5	4	3	2	1	0	5	4	3	2	1	0
5. Participate in architectural planning and submission of plans and specifications.	5	4	3	2	1	0	5	4	3	2	1	0
6. Prepare and submit equipment specifications.	5	4	3	2	1	0	5	4	3	2	1	0
7. Analyze building and recommend contract bids.	5	4	3	2	1	0	5	4	3	2	1	0
8. Analyze equipment quotations or bids.	5	4	3	2	1	0	5	4	3	2	1	0
9. Supervise building construction.	5	4	3	2	1	0	5	4	3	2	1	0
10. Recommend acceptance of new building.	5	4	3	2	1	0	5	4	3	2	1	0
11. Procure equipment and furnishings.	5	4	3	2	1	0	5	4	3	2	1	0
12. Develop and implement an equipment and supply inventory and control system.	5	4	3	2	1	0	5	4	3	2	1	0
13. Establish preventive maintenance program for equipment and facilities.	5	4	3	2	1	0	5	4	3	2	1	0
14. Establish and practice emergency plans (such as fire and disaster).	5	4	3	2	1	0	5	4	3	2	1	0

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15. Establish and oversee a security program.	5	4	3	2	1	0		5	4	3	2	1	0
16. Schedule and oversee community's use of facilities.	5	4	3	2	1	0		5	4	3	2	1	0
17. Develop long-range facility and equipment plans.	5	4	3	2	1	0		5	4	3	2	1	0
18. Prepare and submit renovation and alteration plans.	5	4	3	2	1	0		5	4	3	2	1	0

CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT

1. Recommend financial policies.	5	4	3	2	1	0		5	4	3	2	1	0
2. Recommend and supervise purchasing and payment procedures.	5	4	3	2	1	0		5	4	3	2	1	0
3. Recommend and supervise receiving and shipping procedures.	5	4	3	2	1	0		5	4	3	2	1	0
4. Analyze the cost of operating various instructional programs.	5	4	3	2	1	0		5	4	3	2	1	0
5. Locate sources of funds for program development and operation.	5	4	3	2	1	0		5	4	3	2	1	0
6. Recommend and regulate operational budgets.	5	4	3	2	1	0		5	4	3	2	1	0
7. Recommend and regulate program budgets.	5	4	3	2	1	0		5	4	3	2	1	0
8. Recommend and regulate capital improvement budgets.	5	4	3	2	1	0		5	4	3	2	1	0
9. Recommend and prepare long-range budgets based on total program requirements.	5	4	3	2	1	0		5	4	3	2	1	0

Task Statements	Frequency of Use of Each Task Estimated amount of time spent performing each task in your job as a local administrator. (Circle one response) Great Amount of Time					No Amount of Time	Degree of Training Needed What degree of training do most administrators need in order to effectively perform this task? (Circle one response) Great Need					No Need
10. Adopt an appropriate financial accounting system.	5	4	3	2	1	0	5	4	3	2	1	0
11. Approve all expenditures.	5	4	3	2	1	0	5	4	3	2	1	0
12. Approve all requisitions and work orders.	5	4	3	2	1	0	5	4	3	2	1	0
13. Recommend insurance coverage needs.	5	4	3	2	1	0	5	4	3	2	1	0
14. Respond to business correspondence.	5	4	3	2	1	0	5	4	3	2	1	0
15. Prepare local, state, and federal reports.	5	4	3	2	1	0	5	4	3	2	1	0

*Adapted from The Administrator Task Inventory by Robert E. Norton, Kristy L. Ross, Gonzalo Garcia, and Barry Hobart. Columbus, Ohio. The Center for Vocational Education, The Ohio State University, 1977.

PART II. GENERAL INFORMATION

Instructions: Read each item carefully and write, or check where appropriate, your responses in the blanks provided.

1. Indicate your present job title: _____

2. Indicate which of the following best describes your school:
   ( ) secondary
   ( ) secondary comprehensive(vocational and academic)
   ( ) postsecondary vocational
   ( ) postsecondary comprehensive(vocational and academic)

3. Indicate the number of vocational programs under your administration: _____programs.

4. Indicate the number of vocational teachers and students under your administration: _____ teachers, _____ students.

5. Please indicate whether you are employed by a school district serving:
   _____a. A rural or urban community of less than 100,000 population.
   _____b. An urban community of 100,000 population or more.

6. What percentage of your time is devoted to the administration of vocational-technical education programs: _____ years.

7. Indicate the total number of years experience that you have had as an administrator of vocational-technical education programs: _____ years.

8. In the space below, please indicate the:
   a. number of years you have spent teaching vocational subjects: _____ years
   b. number of years you have spent teaching non-vocational subjects: _____ years

9. In the space provided, please indicate:
   a. whether you would be interested in serving as a consultant to develop instructional packages for administrators?
      _____ Yes _____ No If yes, please indicate your particular area(s) of strength and expertise:
      (1) _____ (2) _____
   b. whether you have previously developed competency-based instructional materials?
      _____ Yes _____ No If yes, what type and how many? _____
      _____

Optional

10. Comments: (Types of materials you think should be developed, how you would like to help, etc.)

THANK YOU VERY MUCH FOR COMPLETING THIS INVENTORY. PLEASE PLACE IT IN THE ENVELOPE THAT HAS BEEN PROVIDED AND MAIL TO:

J. W. Fair, Project Co-Director
Industrial Education and
Technology Department
P. O. Box 360
Alcorn State University
Lorman, Mississippi 39096

APPENDIX G

LETTER OF ENDORSEMENT FROM DR. LEWIS

State of Mississippi
DEPARTMENT OF EDUCATION
C. E HOLLADAY, SUPERINTENDENT

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
J. W. LEWIS, DIRECTOR
P. O. BOX 771
JACKSON, MISS. 39205

June 27, 1978

Dear Local Directors:

This study concerning competencies needed by vocational directors, which is being conducted by Alcorn State University, can be of great significance in setting the pattern for both certification and training of local vocational administrators.

I realize you have many questionnaires come across your desk; however, I would urge your cooperation in this study since it can well have a significant impact on vocational education in this state.

Sincerely,

J. W. Lewis

J. W. Lewis
State Director

jlm

APPENDIX H

FOLLOW-UP LETTERS (I & II)

August 18, 1978

Dear Colleague:

About three weeks ago you should have received a questionnaire dealing with the verification of competencies of local vocational administrators in Mississippi. As part of a unique segment of vocational administrators, your participation is vital toward the completion of this study. Approximately fifty-two percent of the participants have already responded.

Possibly the original questionnaire did not reach your desk, so I am sending a second copy along with a self-addressed, stamped envelope. I realize you have a busy schedule, but please take a few minutes of your time to complete this questionnaire and return it in the self-addressed envelope.

If the original questionnaire and this letter cross in the mail, please disregard this request.

Thank you for your usual professional assistances.

Sincerely yours,

J. W. Fair
Project Co-Director

Enclosures (2)
Questionnaire (1)
Stamped Envelope (2)

September 12, 1978

Dear Colleague:

About three weeks ago you should have received a questionnaire dealing with the verification of competencies of local vocational administrators in Mississippi. As part of a unique segment of vocational administrators, your participation is vital toward the completion of this study. Approximately seventy percent of the participants have already responded.

Possibly the original questionnaire did not reach your desk, so I am sending a second copy along with a self-addressed, stamped envelope. I realize you have a busy schedule, but please take a few minutes of your time to complete this questionnaire and return it in the self-addressed envelope.

If the original questionnaire and this letter cross in the mail, please disregard this request.

Thank you for your usual professional assistances.

Sincerely yours,

J. W. Fair
Project Co-Director

Enclosures (2)
Questionnaire (1)
Stamped Envelope (1)

APPENDIX I

RANK ORDER OF RELATIVE AMOUNT OF TIME SPENT PERFORMING EACH ADMINISTRATIVE TASK

RANK ORDER OF RELATIVE AMOUNT OF TIME SPENT PERFORMING EACH ADMINISTRATIVE TASK

Task Number	and Statement	Rank Order	Median Time Spent
A-10	Prepare annual program plans.	1	4.3
I-15	Prepare local, state, and federal reports.	2	4.2
H-6	Prepare and submit equipment specifications.	3	4.1
A-9	Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	4	4.0
D-15	Oversee the work of teachers and other school personnel.	4	4.0
A-11	Prepare and update long-range local program plans.	5	3.9
A-12	Develop overall local vocational program goals.	5	3.9
I-11	Approve all expenditures.	5	3.9
A-16	Implement local board and administrative policies.	9	3.8
A-17	Implement state and/or federal vocational education legislation.	9	3.8
A-23	Evaluate the effectiveness of the instructional program.	9	3.8
B-16	Approve selection of instructional equipment.	9	3.8
F-7	Promote professional image through personal appearance and conduct.	9	3.8
F-3	Develop and maintain professional relationships with state department of education personnel.	9	3.8
H-11	Procure equipment and furnishings.	9	3.8

Task Number	Statement	Rank Order	Median Time Spent
I-7	Recommend and regulate program budgets.	9	3.8
I-12	Approve all requisitions and work orders.	9	3.8
B-7	Implement a curricula design that will achieve the school's instructional goals.	18	3.7
B-17	Approve selection of instructional materials.	18	3.7
D-19	Observe and evaluate staff performance.	18	3.7
A-7	Involve community representatives in program planning and development.	18	3.7
F-2	Develop and maintain professional relationships with other administrators.	18	3.7
G-5	Develop working relationships with employers and agencies.	18	3.7
G-10	Promote good relationships between vocational and general education staff.	18	3.7
H-8	Analyze equipment quotations or bids.	18	3.7
H-12	Develop and implement an equipment and supply inventory and control system.	18	3.7
A-8	Obtain state and federal services and resources for program development.	27	3.6
B-3	Implement student rules and policies.	27	3.6
B-6	Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	27	3.6
B-14	Provide for adult/continuing education programs where needs exist.	27	3.6
C-1	Oversee vocational student recruitment activities.	27	3.6
D-1	Recommend vocational personal policies.	27	3.6

Task Number and Statement		Rank Order	Median Time Spent
G-1	Develop a plan for promoting good public relations.	27	3.6
I-4	Analyze the cost of operating various instructional programs.	27	3.6
I-6	Recommend and regulate operational budgets.	27	3.6
A-2	Collect and analyze manpower needs assessment data.	36	3.5
B-2	Develop studnet rules and pclicies (such as attendance and discipline).	36	3.5
B-8	Guide staff in integrating and articulating the vocational program with the total educational program.	36	3.5
H-13	Establish preventive maintenance program for equipment and facilities.	36	3.5
I-14	Respond to business correspondence.	36	3.5
A-13	Coordinate vocational curriculum development and articulation efforts.	41	3.4
A-32	Develop accountability plans.	41	3.4
C-8	Interpret and apply student rights, laws, and regulations (including laws regarding sex equality).	41	3.4
D-6	Recruit and interview potential staff.	41	3.4
F-1	Maintain ethical standards expected of a professional educator.	41	3.4
F-4	Develop and maintain rapport with personnel in professional organizations.	41	3.4
F-6	Participate in professional meetings for self improvement.	41	3.4
F-16	Assess personal performance as an administrator.	41	3.4

Task Number	and Statement	Rank Order	Median Time Spent
F-17	Develop/utilize effective communication skills.	41	3.4
G-3	Coordinate use of occupational (craft) advisory committees.	41	3.4
G-4	Organize and work with a general vocational advisory council.	41	3.4
G-9	Participate in community organizations.	41	3.4
G-14	Meet and confer with visitors.	41	3.4
I-2	Recommend and supervise purchasing and payment procedures.	41	3.4
A-3	Recommend curriculum revisions based on evaluation data.	55	3.3
A-19	Develop plans for evaluating local instructional programs.	55	3.3
A-27	Write proposals for the funding of new programs.	55	3.3
B-5	Prepare a master schedule of course offerings.	55	3.3
C-2	Oversee vocational school admission services	55	3.3
C-9	Make provision and provide leadership for student organizations. (i.e. DECCA, FBLA, FFA, FHA-HERO, PHI BETA LAMBDA, and VICA).	55	3.3
D-3	Assess program staffing requirements (i.e. program justification, competencies, legalities, etc.).	55	3.3
D-12	Counsel and advise staff on professional matters.	55	3.3
F-5	Participate in local and national professional organizations.	55	3.3
H-1	Determine the need for physical facilities.	55	3.3
A-15	Recommend program policies to the administration and board.	65	3.2

Task Number and Statement		Rank Order	Median Time Spent
A-24	Initiate student and employer follow-up studies.	65	3.2
B-11	Provide for supplemental/remedial instructional program where needs exist.	65	3.2
D-13	Schedule staff work loads.	65	3.2
D-4	Prepare job descriptions.	65	3.2
D-17	Plan and conduct staff meetings.	65	3.2
E-3	Counsel with staff regarding personal development needs and activities.	65	3.2
F-11	Represent teacher interests and concerns to other administrators and the board.	65	3.2
F-13	Read and use information from professional journals, reports, and related materials for self-improvement.	65	3.2
G-2	Prepare and recommend public relations and communications policies.	65	3.2
G-7	Involve community in school programs and activities.	65	3.2
G-8	Participate in school organizations.	65	3.2
A-4	Approve courses of study.	77	3.1
A-6	Determine entry-level requirements for jobs.	77	3.1
A-20	Direct self-evaluation of the local district vocational programs.	77	3.1
A-31	Develop supplemental/remedial instructional programs to meet student needs.	77	3.1
B-1	Develop instructional program entry and completion requirements.	77	3.1
B-4	Design and oversee student progress reporting procedures.	77	3.1

Task Number	and Statement	Rank Order	Median Time Spent
B-9	Integrate vocational student organizational activities into the instructional program.	77	3.1
C-5	Provide vocational student job placement services.	77	3.1
C-6	Oversee student follow-up services.	77	3.1
D-5	Establish staff selection and recruitment procedures.	77	3.1
F-15	Develop cooperative problem-solving and decision-making skills.	77	3.1
G-13	Conduct information programs for the public (such as open house and career awareness programs).	77	3.1
I-3	Recommend and supervise receiving and shipping procedures.	77	3.1
I-9	Recommend and prepare long-range budgets based on total program requirements.	77	3.1
A-14	Recommend program admission and graduation requirements.	77	3.0
A-21	Involve external evaluation personnel in assessing program effectiveness.	77	3.0
A-25	Analyze student and employer follow-up studies.	77	3.0
B-10	Provide for cooperative education program where needs exist.	77	3.0
B-13	Provide for special needs programs (i.e. Gifted and Handicapped Programs, Start Up Programs, etc.)	77	3.0
B-15	Articulate secondary and post-secondary vocational program objectives and instruction.	77	3.0
B-18	Provide learning resources for students.	77	3.0
C-4	Oversee vocational student guidance and testing services.	77	3.0

Task Number	Statement	Rank Order	Median Time Spent
C-7	Oversee student record-keeping system.	77	3.0
D-7	Recommend potential staff to the administration and board.	77	3.0
D-16	Provide for a staff record-keeping system.	77	3.0
D-18	Prepare bulletins and other communications designed to keep staff informed.	77	3.0
D-22	Interpret and apply licensing and certification regulations.	77	3.0
F-8	Assist with the development of state and/or federal plans for vocational education.	77	3.0
F-12	Develop and implement effective interpersonal skills.	77	3.0
G-11	Encourage staff participation in community, civic, service, and social organization.	77	3.0
G-15	Make public presentations on school programs and activities.	77	3.0
G-17	Conduct orientation programs for students and staff.	77	3.0
G-20	Develop materials to promote the vocational programs.	77	3.0
H-16	Schedule and oversee community's use of facilities.	77	3.0
H-17	Develop long-range facility and equipment plans.	77	3.0
I-5	Locate sources of funds for program development and operation.	77	3.0
A-5	Conduct occupational task analysis for use in curriculum development.	77	3.0
A-22	Design and select instruments for evaluating the instructional program.	77	3.0

Task Number and Statement		Rank Order	Median Time Spent
D-2	Maintain a vocational personnel handbook.	77	3.0
D-20	Recommend staff promotions and dismissals.	77	3.0
I-1	Recommend financial policies.	117	2.9
A-1	Survey and analyze student/parent attitude and interests.	118	2.8
A-18	Implement other relevant state and federal legislation (such as CETA).	118	2.8
A-26	Assess and make recommendations regarding student testing and grading procedures.	118	2.8
B-12	Provide for career exploration activities where needs exist.	118	2.8
D-21	Provide guidance to the staff on legal matters affecting the school program.	118	2.8
E-4	Establish, maintain, and make provisions for staff learning resources.	118	2.8
E-5	Conduct workshops and other inservice programs for professional personnel.	118	2.8
E-10	Evaluate staff development programs.	118	2.8
I-8	Recommend and regulate capital improvement budgets.	118	2.8
A-28	Coordinate local demonstration, pilot, and exemplary programs.	127	2.7
A-30	Interpret and use research results for program development and improvement.	127	2.7
B-19	Levelop a student handbook.	127	2.7
D-10	Resolve staff grievances and complaints.	127	2.7
D-14	Schedule staff leaves, vacations, and sabbaticals.	127	2.7

Task Number	Statement	Rank Order	Median Time Spent
E-1	Develop a needs assessment for staff development.	127	2.7
E-6	Arrange for workshops and other inservice programs for professional personnel.	127	2.7
F-9	Participate in the development of vocational education legislation.	127	2.7
G-6	Prepare and recommend cooperative agreements with other agencies.	127	2.7
G-12	Promote cooperative efforts of parent and teacher groups.	127	2.7
G-22	Obtain and analyze feedback about the school.	127	2.7
G-23	Evaluate the public relations program.	127	2.7
H-14	Establish and practice emergency plans (such as fire and disaster).	127	2.7
C-3	Arrange for vocational work study programs.	140	2.6
D-8	Participate in negotiating staff working agreements (i.e. contracts, salaries, etc.).	140	2.6
D-9	Establish staff grievance procedures.	140	2.6
D-11	Disseminate staff benefits information.	140	2.6
G-18	Conduct recognition programs for students, staff, and community supporters.	140	2.6
H-18	Prepare and submit renovation and alteration plans.	146	2.5
A-29	Design and coordinate local vocational research studies.	146	2.5
E-7	Provide for inservice programs for supportive personnel.	146	2.5
E-8	Provide for preservice programs for professional personnel.	146	2.5

Task Number	and Statement	Rank Order	Median Time Spent
F-14	Apply management by objectives (MBO) techniques to personal work assignments.	146	2.5
G-24	Apply public "right-to-know" laws regulations.	146	2.5
H-9	Supervise building construction.	146	2.5
H-15	Establish and oversee a security program.	146	2.5
I-10	Adopt an appropriate financial system.	146	2.5
D-24	Interpret and apply affirmative action laws and regulations.	154	2.4
E-2	Assist in the preparation of individual staff profiles.	154	2.4
E-9	Arrange for staff exchanges with business and industry.	154	2.4
G-21	Write news releases for school and area media.	154	2.4
H-5	Participate in architectural planning and submission of plans and specifications.	154	2.4
H-10	Recommend acceptance of new building.	154	2.4
D-23	Interpret and apply labor laws and regulations.	160	2.3
F-10	Recommend policy regarding commendation statements for professional organizations.	160	2.3
G-19	Plan for exhibits and displays.	160	2.3
H-2	Conduct land and facility feasibility studies.	160	2.3
H-7	Analyze building and recommend contract bids.	164	2.1
I-13	Recommend insurance coverage needs.	164	2.1
G-16	Conduct public hearings and meetings.	166	1.8
H-3	Recommend building sites.	166	1.8
H-4	Recommend the selection of an architect.	168	0.6

APPENDIX J

RANK ORDER OF THE DEGREE OF TRAINING NEEDED FOR THE 168 ADMINISTRATIVE TASKS

RANK ORDER OF THE DEGREE OF TRAINING NEEDED FOR THE 168 ADMINISTRATIVE TASKS

Task Number	and Statement	Rank Order	Median Need
A-10	Prepare annual program plans.	1	4.4
C-8	Interpret and apply student rights, laws, and regulations (including laws regarding sex equality).	2	4.2
D-19	Observe and evaluate staff performance.	2	4.2
I-15	Prepare local, state, and federal reports.	2	4.2
A-11	Prepare and update long-range local program plans.	5	4.1
A-23	Evaluate the effectiveness of the instructional program.	5	4.1
A-27	Write proposals for the funding of new programs and the improvement of existing programs.	5	4.1
A-32	Develop accountability plans.	5	4.1
B-6	Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	5	4.1
H-6	Prepare and submit equipment specifications.	5	4.1
A-12	Develop overall local vocational program goals.	11	4.0
A-13	Coordinate vocational curriculum development and articulation efforts.	11	4.0
B-6	Guide staff in integrating and articulating the vocational program with the total educational program.	11	4.0

Task Number	Statement	Rank Order	Median Need
D-21	Provide guidance to the staff on legal matters affecting the school program.	11	4.0
G-1	Develop a plan for promoting good public relations.	11	4.0
H-8	Analyze equipment quotations or bids.	11	4.0
H-11	Procure equipment and furnishings.	11	4.0
A-9	Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	18	3.9
A-17	Implement state and/or federal vocational education legislation.	18	3.9
A-19	Develop plans for evaluating local instructional programs.	18	3.9
B-7	Implement a curricula that will achieve the school's instructional goals.	18	3.9
D-3	Assess program staffing requirements (i.e. program justification, competencies, legalities, etc.).	18	3.9
H-12	Develop and implement an equipment and supply inventory and control system.	18	3.9
I-6	Recommend and regulate operational budgets.	18	3.9
I-7	Recommend and regulate program budgets.	18	3.9
A-7	Involve community representatives in program planning and development.	26	3.8
A-22	Design and select instruments for evaluating the instructional program.	26	3.8
B-16	Approve selection of instructional equipment.	26	3.8

Task Number	and Statement	Rank Order	Median Need
D-4	Prepare job descriptions.	26	3.8
D-6	Recruit and interview potential staff.	26	3.8
D-15	Oversee the work of teachers and other school personnel.	26	3.8
E-5	Conduct workshops and other inservice programs for professional personnel.	26	3.8
G-2	Prepare and recommend public relations and communications policies.	26	3.8
G-3	Coordinate use of occupational (craft) advisory committees.	26	3.8
G-10	Promote good relationships between vocational and general education staff.	26	3.8
H-13	Establish preventive maintenance program for equipment and facilities.	26	3.8
I-2	Recommend and supervise purchasing and payment procedures.	26	3.8
I-4	Analyze the cost of operating various instructional programs.	26	3.8
I-11	Approve all expenditures.	26	3.8
A-2	Collect and analyze manpower needs assessment data.	40	3.7
A-3	Recommend curriculum revisions based on evaluation data.	40	3.7
A-4	Approve courses of study.	40	3.7
A-8	Obtain state and federal services and resources for program development.	40	3.7
B-11	Provide for supplemental/remedial instructional programs where needs exist.	40	3.7
B-14	Provide for adult/continuing education programs where needs exist.	40	3.7

Task Number and Statement		Rank Order	Median Need
B-17	Approve selection of instructional materials.	40	3.7
C-1	Oversee vocational student recruitment activities.	40	3.7
C-9	Make provision and provide leadership for student organizations. (i.e. DECCA, FBLA, FFA, FHA-HERO, PHI BETA LAMBA, AND VICA).	40	3.7
D-1	Recommend vocational personnel policies.	40	3.7
D-5	Establish staff selection and recruitment procedures.	40	3.7
D-20	Recommend staff promotions and dismissals.	40	3.7
D-22	Interpret and apply licensing and certification regulations.	40	3.7
F-3	Develop and maintain professional relationships with state department of education personnel.	40	3.7
F-8	Assist with the development of state and/or federal plans for vocational education.	40	3.7
F-16	Assess personal performance as an administrator.	40	3.7
F-17	Develop/utilize effective communication skills.	40	3.7
G-4	Organize and work with a general vocational advisory council.	40	3.7
G-5	Develop working relationships with employers and agencies.	40	3.7
H-1	Determine the need for physical facilities.	40	3.7
I-5	Locate sources of funds for program development and operation.	40	3.7

Task Number	Statement	Rank Order	Median Need
A-5	Conduct occupational task analysis for use in curriculum development.	61	3.6
A-16	Implement local board and administrative policies.	61	3.6
A-20	Direct self-evaluation of the local district vocational programs.	61	3.6
A-24	Initiate student and employer follow-up studies.	61	3.6
A-25	Analyze student and employer follow-up studies.	61	3.6
A-31	Develop supplemental/remedial instructional programs to meet student needs.	61	3.6
B-1	Develop instructional program entry and completion requirements.	61	3.6
B-2	Develop student rules and policies (such as attendance and discipline).	61	3.6
B-5	Prepare a master schedule of course offerings.	61	3.6
C-2	Oversee vocational school admission services.	61	3.6
C-4	Oversee vocational student guidance and testing services.	61	3.6
F-2	Develop and maintain professional relationships with other administrators.	61	3.6
G-15	Make public presentations on school programs and activities.	61	3.6
I-9	Recommend and prepare long-range budgets based on total program requirements.	61	3.6
A-6	Determine entry-level requirements for jobs.	75	3.5

Task Number and Statement		Rank Order	Median Need
A-15	Recommend program policies to the administration and board.	75	3.5
A-29	Design and coordinate local vocational research studies.	75	3.5
A-30	Interpret and use research results for program development and improvement.	75	3.5
B-3	Implement student rules and policies.	75	3.5
B-9	Integrate vocational student organizational activities into the instructional program.	75	3.5
B-10	Provide for cooperative education program where needs exist.	75	3.5
B-13	Provide for special needs programs (i.e. Gifted and Handicapped Programs, Start Up Programs, etc.)	75	3.5
B-15	Articulate secondary and post-secondary vocational program objectives and instruction.	75	3.5
D-7	Recommend potential staff to the administration and board.	75	3.5
D-12	Counsel and advise staff on professional matters.	75	3.5
F-7	Promote professional image through personal appearance and conduct.	75	3.5
F-11	Represent teacher interests and concerns to other administrators and the board.	75	3.5
F-15	Develop cooperative problem-solving and decision-making skills.	75	3.5
G-20	Develop materials to promote the vocational programs.	75	3.5
G-21	Write news releases for school and area media.	75	3.5

Task Number	and Statement	Rank Order	Median Need
H-5	Participate in architectural planning and submission of plans and specifications.	75	3.5
H-14	Establish and practice emergency plans (such as fire and disaster).	75	3.5
I-1	Recommend financial policies.	75	3.5
I-12	Approve all requisitions and work orders.	75	3.5
I-14	Respond to business correspondence.	75	3.5
A-26	Assess and make recommendations regarding student testing and grading procedures.	96	3.4
B-4	Design and oversee student progress reporting procedures.	96	3.4
B-18	Provide learning resources for students.	96	3.4
C-5	Provide vocational student job placement services.	96	3.4
D-8	Participate in negotiating staff working agreements (i.e. contracts, salaries, etc.).	96	3.4
D-10	Resolve staff grievances and complaints.	96	3.4
E-1	Develop a needs assessment for staff development.	96	3.4
E-3	Counsel with staff regarding personnel development needs and activities.	96	3.4
E-6	Arrange for workshops and other inservice programs for professional personnel.	96	3.4
F-1	Maintain ethical standards expected of a professional educator.	96	3.4

Task Number	and Statement	Rank Order	Median Need
F-6	Participate in professional meetings for self-improvement.	96	3.4
F-9	Participate in the development of vocational education legislation.	96	3.4
G-7	Involve community in school programs and activities.	96	3.4
G-22	Obtain and analyze feedback about the school.	96	3.4
I-8	Recommend and regulate capital improvement budgets.	96	3.4
I-10	Adopt an appropriate financial accounting system.	96	3.4
A-1	Survey and analyze student/parent attitude and interests.	112	3.3
A-14	Recommend program admission and graduation requirements.	112	3.3
A-21	Involve external evaluation personnel in assessing program effectiveness.	112	3.3
B-12	Provide for career exploration activities where needs exist.	112	3.3
B-19	Develop a student handbook.	112	3.3
C-6	Oversee student follow-up services.	112	3.3
D-9	Establish staff grievance procedures.	112	3.3
D-13	Schedule staff work loads.	112	3.3
D-16	Provide for a staff record-keeping system.	112	3.3
D-17	Plan and conduct staff meetings.	112	3.3
D-18	Prepare bulletins and other communications designed to keep staff informed.	112	3.3
D-23	Interpret and apply labor laws and regulations.	112	3.3

Task Number	Statement	Rank Order	Median Need
D-24	Interpret and apply affirmative action laws and regulations.	112	3.3
E-4	Establish, maintain, and make provisions for staff learning resources.	112	3.3
E-8	Provide for preservice programs for professional personnel.	112	3.3
E-10	Evaluate staff development programs.	112	3.3
F-4	Develop and maintain rapport with personnel in professional organizations.	112	3.3
F-5	Participate in local and national professional organizations.	112	3.3
F-12	Develop and implement effective interpersonal skills.	112	3.3
F-14	Apply management by objectives (MBO) techniques to personal work assignments.	112	3.3
G-13	Conduct informational programs for the public (such as open house and career awareness programs).	112	3.3
G-17	Conduct orientation programs for students and staff.	112	3.3
G-23	Evaluate the public relations program.	112	3.3
H-2	Conduct land and facility feasibility studies.	112	3.3
H-7	Analyze building and recommend contract bids.	112	3.3
H-9	Supervise building construction.	112	3.3
H-10	Recommend acceptance of new building.	112	3.3
H-17	Develop long-range facility and equipment plans.	112	3.3

Task Number	and Statement	Rank Order	Median Need
A-28	Coordinate local demonstration, pilot, and exemplary programs.	140	3.2
C-7	Oversee student record-keeping system.	140	3.6
D-2	Maintain a vocational personnel handbook.	140	3.2
E-2	Assist in the preparation of individual staff profiles.	140	3.2
E-7	Provide for inservice programs for supportive personnel.	140	3.2
E-9	Arrange for staff exchanges with business and industry.	140	3.2
G-6	Prepare and recommend cooperative agreements with other agencies.	140	3.2
G-11	Encourage staff participation in community, civic, service, and social organizations.	140	3.2
G-14	Meet and confer with visitors.	140	3.2
I-3	Recommend and supervise receiving and shipping procedures.	140	3.2
A-18	Implement other relevant state and federal legislation (such as CETA).	150	3.1
G-8	Participate in school organizations.	150	3.1
G-9	Participate in community organizations.	150	3.1
G-12	Promote cooperative efforts of parent and teacher groups.	150	3.1
G-24	Apply public "right-to-know" laws and regulations.	150	3.1
H-18	Prepare and submit renovation and alteration plans.	150	3.1
C-3	Arrange for vocational work study programs.	156	3.0

Task Number	and Statement	Rank Order	Median Need
D-11	Disseminate staff benefits information.	156	3.0
F-10	Recommend policy regarding commendation statements for professional organizations.	156	3.0
F-13	Read and use information from professional journals, reports, and related materials for self-improvement.	156	3.0
G-18	Conduct recognition programs for students, staff, and community supporters.	156	3.0
G-19	Plan for exhibits and displays.	156	3.0
H-3	Recommend building sites.	156	3.0
H-15	Establish and oversee a security program.	156	3.0
H-16	Schedule and oversee community's use of facilities.	156	3.0
I-13	Recommend insurance coverage needs.	165	2.9
G-16	Conduct public hearings and meetings.	166	2.8
D-14	Schedule staff leaves, vacations, and sabbaticals.	167	2.7
H-4	Recommend the selection of an architect.	167	2.7

APPENDIX K

MASTER LIST OF COMPETENCIES

COMPETENCIES NEEDED BY SECONDARY AND POST-SECONDARY ADMINISTRATORS OF VOCATIONAL EDUCATION IN MISSISSIPPI

Master List of Categories and Task Statements

CATEGORY A: Program Planning, Development, and Evaluation

1. Survey and analyze student/parent attitude and interests.
2. Collect and analyze manpower needs assessment data.
3. Recommend curriculum revisions based on evaluation data.
4. Approve courses of study.
5. Conduct occupational task analysis for use in curriculum development.
6. Determine entry-level requirements for jobs.
7. Involve community representatives in program planning and development.
8. Obtain state and federal services and resources for program development.
9. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.
10. Prepare annual program plans.
11. Prepare and update long-range local program plans.
12. Develop overall local vocational program goals.
13. Coordinate vocational curriculum development and articulation efforts.
14. Recommend program admission and graduation requirements.
15. Recommend program policies to the administration and board.
16. Implement local board and administrative policies.

17. Implement state and/or federal vocational education legislation.

18. Implement other relevant state and federal legislation (such as CETA).

19. Develop plans for evaluating local instructional programs.

20. Direct self-evaluation of the local district vocational programs.

21. Involve external evaluation personnel in assessing program effectiveness.

22. Design and select instruments for evaluating the instructional program.

23. Evaluate the effectiveness of the instructional program.

24. Initiate student and employer follow-up studies.

25. Analyze student and employer follow-up studies.

26. Assess and make recommendations regarding student testing and grading procedures.

27. Write proposals for the funding of new programs and the improvement of existing programs.

28. Coordinate local demonstration, pilot, and exemplary programs.

29. Design and coordinate local vocational research studies.

30. Interpret and use research results for program development and improvement.

31. Develop supplemental/remedial instructional programs to meet student needs.

32. Develop accountability plans.

CATEGORY B: Instructional Management

1. Develop instructional program entry and completion requirements.

2. Develop student rules and policies (such as attendance and discipline).

3. Implement student rules and policies.

4. Design and oversee student progress reporting procedures.

5. Prepare a master schedule of course offerings.

6. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).

7. Implement a curricula designs that will achieve the school's instructional goals.

8. Guide staff in integrating and articulating the vocational program with the total educational program.

9. Integrate vocational student organizational activities into the instructional program.

10. Provide for cooperative education program where needs exist.

11. Provide for supplemental/remedial instructional programs where needs exist.

12. Provide for career exploration activities where needs exist.

13. Provide for special needs programs (i.e. Gifted and Handicapped Programs, Start Up Programs, etc.)

14. Provide for adult/continuing education programs where needs exist.

15. Articulate secondary and post-secondary vocational program objectives and instruction.

16. Approve selection of instructional equipment.

17. Approve selection of instructional materials.

18. Provide learning resources for students.

19. Develop a student handbook.

CATEGORY C: Student Services

1. Oversee vocational student recruitment activities.
2. Oversee vocational school admission services.
3. Arrange for vocational work study programs.
4. Oversee vocational student guidance and testing services.
5. Provide vocational student job placement services.
6. Oversee student follow-up services.
7. Oversee student record-keeping system.
8. Interpret and apply student rights, laws, and regulations (including laws regarding sex equality).
9. Make provision and provide leadership for student organizations. (i.e. DECCA, FBLA, FFA, FHA-HERO, PHI BETA LAMBA, AND VICA).

CATEGORY D: Personnel Management

1. Recommend vocational personnel policies.
2. Maintain a vocational personnel handbook.
3. Assess program staffing requirements (i.e. program justification, competencies, legalities, etc.).
4. Prepare job descriptions.
5. Establish staff selection and recruitment procedures.
6. Recruit and interview potential staff.
7. Recommend potential staff to the administration and board.
8. Participate in negotiating staff working agreements (i.e. contracts, salaries, etc.).
9. Establish staff grievance procedures.
10. Resolve staff grievances and complaints.

11. Disseminate staff benefits information.

12. Counsel and advise staff on professional matters.

13. Schedule staff work loads.

14. Schedule staff leaves, vacations, and sabbaticals.

15. Oversee the work of teachers and other school personnel.

16. Provide for a staff record-keeping system.

17. Plan and conduct staff meetings.

18. Prepare bulletins and other communications designed to keep staff informed.

19. Observe and evaluate staff performance.

20. Recommend staff promotions and dismissals.

21. Provide guidance to the staff on legal matters affecting the school program.

22. Interpret and apply licensing and certification regulations.

23. Interpret and apply labor laws and regulations.

24. Interpret and apply affirmative action laws and regulations.

CATEGORY E: Staff Development

1. Develop a needs assessment for staff development.

2. Assist in the preparation of individual staff profiles.

3. Counsel with staff regarding personnel development needs and activities.

4. Establish, maintain, and make provisions for staff learning resources.

5. Conduct workshops and other inservice programs for professional personnel.

6. Arrange for workshops and other inservice programs for professional personnel.

7. Provide for inservice programs for supportive personnel.

8. Provide for preservice programs for professional personnel.

9. Arrange for staff exchanges with business and industry.

10. Evaluate staff development programs.

CATEGORY F: Professional Relations and Self-Development

1. Maintain ethical standards expected of a professional educator.

2. Develop and maintain professional relationships with other administrators.

3. Develop and maintain professional relationships with state department of education personnel.

4. Develop and maintain rapport with personnel in professional organizations.

5. Participate in local and national professional organizations.

6. Participate in professional meetings for self-improvement.

7. Promote professional image through personal appearance and conduct.

8. Assist with the development of state and/or federal plans for vocational education.

9. Participate in the development of vocational education legislation.

10. Recommend policy regarding commendation statements for professional organizations.

11. Represent teacher interests and concerns to other administrators and the board.

12. Develop and implement effective interpersonal skills.

13. Read and use information from professional journals, reports, and related materials for self-improvement.

14. Apply management by objectives (MBO) techniques to personal work assignments.

15. Develop cooperative problem-solving and decision-making skills.

16. Assess personal performance as an administrator.

17. Develop/utilize effective communication skills.

CATEGORY G: School Community Relations

1. Develop a plan for promoting good public relations.

2. Prepare and recommend public relations and communications policies.

3. Coordinate use of occupational (craft) advisory committees.

4. Organize and work with a general vocational advisory council.

5. Develop working relationships with employers and agencies.

6. Prepare and recommend cooperative agreements with other agencies.

7. Involve community in school programs and activities.

8. Participate in school organizations.

9. Participate in community organizations.

10. Promote good relationships between vocational and general education staff.

11. Encourage staff participation in community, civic, service, and social organizations.

12. Promote cooperative efforts of parent and teacher groups.

13. Conduct information programs for the public (such as open house and career awareness programs).

14. Meet and confer with visitors.

15. Make public presentations on school programs and activities.

16. Conduct public hearings and meetings.

17. Conduct orientation programs for students and staff.

18. Conduct recognition programs for students, staff, and community supporters.

19. Plan for exhibits and displays.

20. Develop materials to promote the vocational programs.

21. Write news releases for school and area media.

22. Obtain and analyze feedback about the school.

23. Evaluate the public relations program.

24. Apply public "right-to-know" laws and regulations.

CATEGORY H: Facilities and Equipment Management

1. Determine the need for physical facilities.

2. Conduct land and facility feasibility studies.

3. Recommend building sites.

4. Recommend the selection of an architect.

5. Participate in architectural planning and submission of plans and specifications.

6. Prepare and submit equipment specifications.

7. Analyze building and recommend contract bids.

8. Analyze equipment quotations or bids.

9. Supervise building construction.

10. Recommend acceptance of new building.

11. Procure equipment and furnishings.

12. Develop and implement an equipment and supply inventory and control system.

13. Establish preventive maintenance program for equipment and facilities.

14. Establish and practice emergency plans (such as fire and disaster).

15. Establish and oversee a security program.

16. Schedule and oversee community's use of facilities.

17. Develop long-range facility and equipment plans.

18. Prepare and submit renovation and alteration plans.

CATEGORY I: Business and Financial Management

1. Recommend financial policies.

2. Recommend and supervise purchasing and payment procedures.

3. Recommend and supervise receiving and shipping procedures.

4. Analyze the cost of operating various instructional programs.

5. Locate sources of funds for program development and operation.

6. Recommend and regulate operational budgets.

7. Recommend and regulate program budgets.

8. Recommend and regulate capital improvement budgets.

9. Recommend and prepare long-range budgets based on total program requirements.

10. Adopt an appropriate financial accounting system.

11. Approve all expenditures.

12. Approve all requisitions and work orders.

13. Recommend insurance coverage needs.

14. Respond to business correspondence.

15. Prepare local, state, and federal reports.

APPENDIX L

SUMMARY OF RESPONSES TO 168 ADMINISTRATIVE TASKS IN TERMS OF PRECEIVED AMOUNT OF TIME SPENT AND DEGREE OF TRAINING NEEDED FOR TASK COMPETENCE

The format for the following summary was adopted from the study by Robert E. Norton et al., Columbus Ohio. The Center for Vocational Education, The Ohio State University, 1977..

SUMMARY OF RESPONSES TO 168 ADMINISTRATIVE TASKS IN TERMS OF ESTIMATED TIME SPENT AND TRAINING NEEDED FOR TASK COMPETENCE

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION																	
1. Survey and analyze student/ parent attitude and interests.	104	2.9	5.8	22.1	35.6	23.1	6.7	6.7	112	104	3.3	14.4	27.9	30.8	14.4	5.8	6.7
2. Collect and analyze manpower needs assessment data.	104	3.5	15.4	35.6	33.7	11.5	1.9	1.9	40	104	3.7	21.2	36.5	30.8	7.7	1.9	1.9
3. Recommend curriculum revisions based on evaluation data.	104	3.3	7.7	32.7	39.4	13.5	3.8	2.9	40	104	3.7	20.2	39.4	29.8	4.8	1.9	3.8
4. Approve courses of study.	104	3.2	8.7	29.8	35.6	15.4	6.7	3.8	40	104	3.7	22.1	36.5	23.1	8.7	5.8	3.8
5. Conduct occupational task analysis for use in curriculum development.	104	2.9	6.7	26.0	29.8	19.2	9.6	8.7	61	104	3.6	19.2	34.6	26.9	7.7	4.8	6.7
6. Determine entry-level requirements for jobs.	104	3.1	7.7	27.9	38.5	12.5	10.6	2.9	75	104	3.5	22.1	28.8	33.7	6.7	5.8	2.9
7. Involve community representatives in program planning and development.	104	3.7	18.3	38.5	26.9	11.5	2.9	1.9	26	104	3.8	27.9	32.7	27.9	6.7	2.9	1.9

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
8. Obtain state and federal services and resources for program development.	104	3.7	17.3	38.5	33.7	5.8	2.9	1.9	40	104	3.7	21.2	36.5	32.7	5.8	2.9	1.0
9. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	104	4.0	29.8	43.3	21.2	1.0	2.9	1.9	18	104	3.9	27.9	34.6	28.8	7.7	0	1.0
10. Prepare annual program plans.	104	4.3	42.3	32.7	18.3	1.9	0	4.8	1	104	4.4	46.2	32.7	13.5	1.9	1.9	3.8
11. Prepare and update long-range local program plans.	104	3.9	32.7	29.8	30.8	3.8	1.0	1.9	5	104	4.1	36.5	37.5	18.3	5.8	1.0	1.0
12. Develop overall local vocational program goals.	104	3.9	28.8	34.6	30.8	4.8	0	1.0	11	104	4.0	29.8	40.4	25.0	2.9	1.0	1.0
13. Coordinate vocational curriculum development and articulation efforts.	104	3.5	14.4	34.6	34.6	8.7	4.8	2.9	11	104	3.9	30.8	34.6	23.1	9.6	0	1.9
14. Recommend program admission and graduation requirements.	104	3.0	8.7	21.2	37.5	18.3	9.6	4.8	112	104	3.3	16.3	28.8	30.8	15.4	5.8	2.9
15. Recommend program policies to the administration and board.	104	3.2	10.6	26.0	40.4	15.4	6.7	1.0	75	104	3.5	24.0	26.9	31.7	11.5	3.8	1.9

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
16. Implement local board and administrative policies.	104	3.8	29.8	29.8	32.7	5.8	0	1.9	61	104	3.6	22.1	30.8	27.9	12.5	4.8	1.9
17. Implement state and/or federal vocational education legislation.	104	3.8	27.9	32.7	28.8	7.7	1.0	1.9	18	104	3.9	32.7	27.9	31.7	4.8	1.0	1.9
18. Implement other relevant state and federal legislation (such as CETA).	104	2.8	6.7	20.2	33.7	18.3	12.5	8.7	130	104	3.1	12.5	25.0	33.7	12.5	9.6	6.7
19. Develop plans for evaluating local instructional programs.	104	3.3	14.4	29.8	31.7	15.4	7.7	1.0	18	104	3.9	26.9	36.5	26.0	4.8	2.9	2.9
20. Direct self-evaluation of the local district vocational programs.	104	3.1	9.6	25.0	43.3	10.6	7.7	3.8	61	104	3.6	21.2	33.7	31.7	8.7	1.9	2.9
21. Involve external evaluation personnel in assessing program effectiveness.	104	3.0	5.8	25.0	39.5	17.3	10.6	2.9	112	104	3.3	11.5	32.7	36.5	8.7	7.7	2.9
22. Design and select instruments for evaluating the instructional program.	104	2.9	5.8	24.0	32.7	21.2	13.5	2.9	26	104	3.8	22.1	41.3	23.1	8.7	3.8	1.0
23. Evaluate the effectiveness of the instructional program.	104	3.8	25.0	36.5	24.0	9.6	2.9	1.9	5	104	4.1	38.5	31.7	25.0	2.9	1.0	1.0

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
24. Initiate student and employer follow-up studies.	104	3.2	12.5	25.0	37.5	14.4	8.7	1.9	61	104	3.6	19.2	34.6	32.7	10.6	1.9	1.0
25. Analyze student and employer follow-up studies.	104	3.1	7.7	25.0	38.5	18.3	8.7	1.9	61	104	3.6	17.3	36.5	32.7	9.6	2.9	1.0
26. Assess and make recommendations regarding student testing and grading procedures.	104	2.8	4.8	27.9	25.0	24.0	12.5	5.8	96	104	3.4	13.5	31.7	33.7	13.5	3.8	3.8
27. Write proposals for the funding of new programs and the improvement of existing programs.	104	3.3	14.4	29.8	27.9	10.6	12.5	4.8	5	104	4.1	36.5	37.5	20.2	1.9	2.9	1.0
28. Coordinate local demonstration, pilot, and exemplary programs.	104	2.7	8.7	15.4	33.7	12.5	18.3	11.5	140	104	3.2	15.4	24.0	35.6	15.4	3.8	5.8
29. Design and coordinate local vocational research studies.	104	2.5	4.8	17.3	27.9	18.3	17.3	14.4	75	104	3.5	20.2	29.8	29.8	8.7	7.7	3.8
30. Interpret and use research results for program development and improvement.	104	2.7	4.8	18.3	31.7	23.1	12.5	9.6	75	104	3.5	19.2	30.8	26.9	16.3	2.9	3.8
31. Develop supplemental/remedial instructional programs to meet student needs.	104	3.2	12.5	28.8	27.9	17.3	5.8	7.7	61	104	3.6	21.2	32.7	26.9	11.5	1.9	5.8
32. Develop accountability plans.	104	3.4	16.3	29.8	26.9	14.4	4.8	7.7	5	104	4.1	35.6	36.5	15.4	6.7	0	5.8

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
CATEGORY B: INSTRUCTIONAL MANAGEMENT																	
1. Develop instructional program entry and completion requirements.	104	3.1	10.6	25.0	34.6	17.3	7.7	4.8	61	104	3.6	21.2	33.7	28.8	9.6	2.9	3.8
2. Develop student rules and policies (such as attendance and discipline).	104	3.5	17.3	31.7	25.0	12.5	6.7	6.7	61	104	3.6	23.1	30.8	26.0	12.5	1.9	5.8
3. Implement student rules and policies.	104	3.6	22.1	31.7	22.1	16.3	4.8	2.9	75	104	3.5	22.1	27.9	27.9	15.4	4.8	1.9
4. Design and oversee student progress reporting procedures.	104	3.1	6.7	31.7	32.7	18.3	7.7	2.9	96	104	3.4	15.4	29.8	35.6	15.4	1.9	1.9
5. Prepare a master schedule of course offerings.	104	3.3	17.3	26.9	24.0	9.6	10.6	11.5	61	104	3.6	24.0	29.8	24.0	11.5	4.8	5.8
6. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	104	3.5	14.4	37.5	29.8	9.6	6.7	1.9	5	104	4.1	38.5	31.7	19.2	6.7	2.9	1.0
7. Implement a curricula designs that will achieve the school's instructional goals.	104	3.7	14.4	42.3	30.8	6.7	1.9	3.8	18	104	3.9	32.7	29.8	28.8	6.7	0	1.9

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Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
8. Guide staff in integrating and articulating the vocational program with the total educational program.	104	3.5	21.2	29.8	36.5	6.7	1.9	3.8	11	104	4.0	33.7	29.8	25.0	8.7	1.0	1.9
9. Integrate vocational student organizational activities into the instructional program.	104	3.1	10.6	27.9	29.8	17.3	7.7	6.7	75	104	3.5	21.2	28.8	29.8	10.6	5.8	3.8
10. Provide for cooperative education program where needs exist.	104	3.0	8.7	27.9	23.1	19.2	6.7	14.4	75	104	3.5	21.2	29.8	26.9	12.5	2.9	6.7
11. Provide for supplemental/ remedial instructional programs where needs exist.	104	3.2	14.4	27.9	26.0	17.3	8.7	5.8	40	104	3.7	24.0	31.7	26.0	10.6	3.8	3.8
12. Provide for career exploration activities where needs exist.	104	2.8	7.7	19.2	32.7	21.2	9.6	9.6	112	104	3.3	12.5	30.8	31.7	16.3	3.8	4.8
13. Provide for special needs programs (i.e. Gifted and Handicapped Programs, Start Up Programs, etc.)	104	3.0	9.6	26.9	25.0	17.3	14.4	6.7	75	104	3.5	22.1	27.9	32.7	5.8	7.7	3.8

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
14. Provide for adult/continuing education programs where needs exist.	104	3.6	27.9	26.0	23.1	9.6	6.7	6.7	40	104	3.7	28.8	26.9	31.7	6.7	1.0	4.8
15. Articulate secondary and post-secondary vocational program objectives and instruction.	104	3.0	6.7	26.9	32.7	22.1	6.7	4.8	75	104	3.5	25.0	26.0	35.6	7.7	1.9	3.8
16. Approve selection of instructional equipment.	104	3.8	21.2	41.3	16.3	14.4	3.8	2.9	26	104	3.8	27.9	31.7	26.9	6.7	4.8	1.9
17. Approve selection of instructional materials.	104	3.7	16.3	41.3	24.0	11.5	3.8	2.9	40	104	3.7	29.8	26.0	31.7	7.7	2.9	1.9
18. Provide learning resources for students.	104	3.0	12.5	24.0	28.8	18.3	6.7	9.6	96	104	3.4	22.1	25.0	29.8	11.5	3.8	7.7
19. Develop a student handbook.	104	2.7	10.6	17.3	28.8	14.4	12.5	16.3	112	104	3.3	17.3	27.9	25.0	12.5	5.8	11.5

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
CATEGORY C: STUDENT SERVICES																	
1. Oversee vocational student recruitment activities.	104	3.6	21.2	31.7	26.9	10.6	4.8	4.8	40	104	3.7	26.0	31.7	25.0	10.6	2.9	3.8
2. Oversee vocational school admission services.	104	3.3	16.3	27.9	34.6	8.7	6.7	5.8	61	104	3.6	25.0	28.8	29.8	8.7	4.8	2.9
3. Arrange for vocational work study programs.	104	2.6	5.8	14.4	32.7	19.2	15.4	12.5	156	104	3.0	11.5	22.1	35.6	13.5	11.5	5.8
4. Oversee vocational student guidance and testing services.	104	3.0	12.5	20.2	33.7	16.3	7.7	9.6	61	104	3.6	19.2	32.7	28.8	10.6	6.7	1.9
5. Provide vocational student job placement services.	104	3.1	10.6	23.1	38.5	15.4	7.7	4.8	96	104	3.4	25.0	23.1	35.6	11.5	3.8	1.0
6. Oversee student follow-up services.	104	3.1	13.5	24.0	34.6	18.3	5.8	3.8	112	104	3.3	18.3	26.0	34.6	16.3	2.9	1.9
7. Oversee student record-keeping system.	104	3.0	10.6	27.9	23.1	21.2	12.5	4.8	140	104	3.2	13.5	27.9	33.7	14.4	5.8	4.8
8. Interpret and apply student rights, laws, and regulations (including laws regarding sex equality).	104	3.4	22.1	26.0	29.8	16.3	4.8	1.0	2	104	4.2	40.4	28.8	20.2	9.6	1.0	

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
9. Make provision and provide leadership for student organizations. (i.e. DECCA, FBLA, FFA, FHA-HERO, PHI BETA LAMBA, AND VICA)	104	3.3	15.4	28.8	28.8	11.5	8.7	6.7	40	104	3.7	23.1	33.7	25.0	10.6	3.8	3.8
CATEGORY D: PERSONNEL MANAGEMENT																	
1. Recommend vocational personnel policies.	104	3.6	13.5	39.4	26.0	11.5	7.7	1.9	40	104	3.7	27.9	26.9	28.8	16.3	0	0
2. Maintain a vocational personnel handbook.	104	2.9	7.7	21.2	34.6	15.4	12.5	8.7	140	104	3.2	17.3	21.2	38.5	14.4	3.8	4.8
3. Assess program staffing requirements (i.e. program justification, competencies, legalities, etc.).	104	3.3	15.4	28.8	36.5	10.6	5.8	2.9	18	104	3.9	28.8	34.6	26.0	8.7	1.0	1.0
4. Prepare job descriptions.	104	3.2	10.6	30.8	29.8	12.5	11.5	4.8	26	104	3.8	28.8	30.8	26.9	7.7	3.8	1.9
5. Establish staff selection and recruitment procedures.	104	3.1	14.4	25.0	28.8	12.5	14.4	4.8	40	104	3.7	26.0	29.8	25.0	12.5	5.8	1.0
6. Recruit and interview potential staff.	104	3.4	15.4	31.7	26.0	10.6	15.4	1.0	26	104	3.8	27.9	33.7	23.1	9.6	4.8	1.0

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
7. Recommend potential staff to the administration and board.	104	3.0	14.4	22.1	28.8	14.4	19.2	1.0	75	104	3.5	26.9	23.1	22.1	16.3	9.6	1.9
8. Participate in negotiating staff working agreements (i.e. contracts, salaries, etc.).	104	2.6	8.7	19.2	25.0	17.3	13.5	16.3	96	104	3.4	22.1	26.0	22.1	19.2	3.8	6.7
9. Establish staff grievance procedures.	104	2.6	7.7	11.5	34.6	10.6	26.0	9.6	112	104	3.3	26.0	19.2	26.9	13.5	9.6	4.8
10. Resolve staff grievances and compliants.	104	2.7	7.7	15.4	32.7	18.3	22.1	3.8	96	104	3.4	26.9	20.2	30.8	11.5	7.7	2.9
11. Disseminate staff benefits information.	104	2.6	10.6	14.4	28.8	22.1	20.2	3.8	156	104	3.1	15.4	22.1	27.9	14.4	15.4	4.8
12. Counsel and advise staff on professional matters.	104	3.3	8.7	32.7	38.5	11.5	6.7	1.9	75	104	3.5	23.1	26.9	32.7	12.5	2.9	1.9
13. Schedule staff work loads.	104	3.2	17.3	25.0	29.8	16.3	5.8	5.8	112	104	3.3	20.2	24.0	34.6	15.4	1.9	3.8
14. Schedule staff leaves, vacations, and sabbaticals.	104	2.7	12.5	10.6	33.7	15.4	21.2	6.7	167	104	2.7	14.4	12.5	28.8	25.0	12.5	6.7
15. Oversee the work of teachers and other school personnel.	104	4.0	34.6	32.7	22.1	3.8	4.8	1.9	26	104	3.8	29.8	29.8	26.9	5.8	5.8	1.9

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
16. Provide for a staff record-keeping system.	104	3.0	8.7	24.0	36.5	18.3	9.6	2.9	112	104	3.4	16.3	28.8	32.7	14.4	4.8	2.9
17. Plan and conduct staff meetings.	104	3.2	19.2	20.2	33.7	17.3	6.7	2.9	112	104	3.3	26.0	18.3	35.6	11.5	3.8	4.8
18. Prepare bulletins and other communications designed to keep staff informed.	104	3.0	14.4	21.2	29.8	24.0	8.7	1.9	112	104	3.3	23.1	21.2	28.8	15.4	5.8	5.8
19. Observe and evaluate staff performance.	104	3.7	25.0	32.7	26.9	8.7	4.8	1.9	2	104	4.2	41.3	29.8	17.3	7.7	1.9	1.9
20. Recommend staff promotions and dismissals.	104	2.9	12.5	18.3	31.7	13.5	17.3	6.7	40	104	3.7	33.7	20.2	26.0	9.6	3.8	6.7
21. Provide guidance to the staff on legal matters affecting the school program.	104	2.8	9.6	16.3	34.6	18.3	12.5	8.7	11	104	4.0	37.5	25.0	23.1	2.9	4.8	6.7
22. Interpret and apply licensing and certification regulations.	104	3.0	15.4	18.3	32.7	19.2	9.6	4.8	40	104	3.7	30.8	24.0	28.8	8.7	2.9	4.8
23. Interpret and apply labor laws and regulations.	104	2.3	4.8	15.4	26.0	18.3	16.3	19.2	112	104	3.3	24.0	19.2	28.8	5.8	7.7	14.4
24. Interpret and apply affirmative action laws and regulations.	104	2.4	4.8	20.2	24.0	18.3	16.3	16.3	112	104	3.3	20.2	25.0	26.0	7.7	5.8	15.4

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
CATEGORY E: STAFF DEVELOPMENT																	
1. Develop a needs assessment for staff development.	104	2.8	6.7	15.4	37.5	22.1	13.5	4.8	96	104	3.4	25.0	23.1	32.7	13.5	2.9	2.9
2. Assist in the preparation of individual staff profiles.	104	2.4	3.8	14.4	29.8	25.0	19.2	7.7	140	104	3.2	17.3	23.1	33.7	12.5	10.6	2.9
3. Counsel with staff regarding personnel development needs and activities.	104	3.2	7.7	32.7	28.8	19.2	8.7	2.9	96	104	3.4	25.0	23.1	33.7	10.6	3.8	3.8
4. Establish, maintain, and make provisions for staff learning resources.	104	2.8	3.8	24.0	33.7	23.1	9.6	5.8	112	104	3.3	16.3	26.9	33.7	12.5	7.7	2.9
5. Conduct workshops and other inservice programs for professional personnel.	104	2.8	7.7	21.2	30.8	24.0	10.6	5.8	26	104	3.8	28.8	28.8	26.0	7.7	5.8	2.9
6. Arrange for workshops and other inservice programs for professional personnel.	104	2.7	9.6	16.3	29.8	23.1	15.4	5.8	96	104	3.4	25.0	22.1	28.8	12.5	5.8	5.8
7. Provide for inservice programs for supportive personnel.	104	2.5	3.8	14.4	31.7	22.1	15.4	12.5	140	104	3.2	15.4	26.0	28.8	15.4	5.8	8.7

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
8. Provide for preservice programs for professional personnel.	104	2.5	7.7	17.3	25.0	26.9	15.4	7.7	112	104	3.3	17.3	26.9	29.8	11.5	7.7	6.7
9. Arrange for staff exchanges with business and industry.	104	2.4	4.8	15.4	27.9	17.3	20.2	14.4	140	104	3.3	14.4	27.9	30.8	11.5	8.7	6.7
10. Evaluate staff development programs.	104	2.9	6.7	17.3	40.4	14.4	14.4	6.7	112	104	3.3	20.2	21.2	38.5	9.6	6.7	3.8
CATEGORY F: PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT																	
1. Maintain ethical standards expected of a professional educator.	104	3.4	23.1	24.0	37.5	7.7	4.8	2.9	96	104	3.4	23.1	25.0	34.6	8.7	3.8	4.8
2. Develop and maintain professional relationships with other administrators.	104	3.7	20.2	38.5	27.9	6.7	3.8	2.9	61	104	3.6	24.0	29.8	32.7	4.8	3.8	4.8
3. Develop and maintain professional relationships with state department of education personnel.	104	3.8	28.8	28.8	30.8	6.7	2.9	1.9	40	104	3.7	32.7	21.2	30.8	8.7	1.9	4.8

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
4. Develop and maintain rapport with personnel in professional organizations.	104	3.4	14.4	30.8	34.6	14.4	3.8	1.9	112	104	3.3	17.3	25.0	36.5	14.4	2.9	3.8
5. Participate in local and national professional organizations.	104	3.3	20.2	23.1	30.8	16.3	7.7	1.9	112	104	3.3	17.3	26.9	32.7	10.6	7.7	4.8
6. Participate in professional meetings for self-improvement.	104	3.4	22.1	25.0	30.8	12.5	7.7	1.9	96	104	3.4	19.2	28.8	31.7	12.5	5.8	1.9
7. Promote professional image through personal appearance and conduct.	104	3.8	24.0	35.6	25.0	8.7	3.8	2.9	75	104	3.5	22.1	26.9	30.8	12.5	3.8	3.8
8. Assist with the development of state and/or federal plans for vocational education.	104	3.1	18.3	23.1	19.2	19.2	7.7	12.5	40	104	3.7	29.8	25.0	26.9	7.7	2.9	7.7
9. Participate in the development of vocational education legislation.	104	2.7	8.7	12.5	36.5	19.2	13.5	9.6	96	104	3.4	20.2	27.9	30.8	10.6	2.9	7.7
10. Recommend policy regarding commendation statements for professional organizations.	104	2.3	5.8	16.3	25.0	13.5	22.1	17.3	156	104	2.9	8.7	24.0	29.8	16.3	8.7	12.5

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		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
11. Represent teacher interests and concerns to other administrators and the board.	104	3.2	10.6	32.7	24.0	19.2	6.7	6.7	75	104	3.5	17.3	31.7	27.9	10.6	5.8	6.7
12. Develop and implement effective interpersonal skills.	104	3.0	10.6	23.1	32.7	20.2	6.7	6.7	112	104	3.3	16.3	26.0	34.6	13.5	3.8	5.8
13. Read and use information from professional journals, reports, and related materials for self-improvement.	104	3.3	12.5	28.8	34.6	14.4	6.7	2.9	156	104	3.0	16.3	17.3	33.7	18.3	5.8	8.7
14. Apply management by objectives (MBO) techniques to personal work assignments.	104	2.5	6.7	16.3	27.9	23.1	16.3	9.6	112	104	3.3	16.3	26.9	35.6	9.6	5.8	5.8
15. Develop cooperative problem-solving and decision-making skills.	104	3.1	10.6	24.0	36.5	15.4	9.6	3.8	75	104	3.5	26.9	24.0	32.7	8.7	4.8	2.9
16. Assess personal performance as an administrator.	104	3.4	15.4	32.7	31.7	9.6	5.8	4.8	40	104	3.7	30.8	23.1	31.7	6.7	2.9	4.8
17. Develop/utilize effective communication skills.	104	3.4	10.6	34.6	34.6	10.6	2.9	6.7	40	104	3.7	25.0	31.7	26.9	8.7	1.9	5.8

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
CATEGORY G: SCHOOL COMMUNITY RELATIONS																	
1. Develop a plan for promoting good public relations.	104	3.6	11.5	41.3	25.0	11.5	6.7	3.8	11	104	4.0	33.7	31.7	24.0	6.7	1.0	2.9
2. Prepare and recommend public relations and communications policies.	104	3.2	9.6	32.7	28.8	15.4	7.7	5.8	26	104	4.0	26.9	33.7	25.0	9.6	1.0	3.8
3. Coordinate use of occupational (craft) advisory committees.	104	3.4	13.5	34.6	33.7	12.5	4.8	1.0	26	104	4.0	30.8	28.8	27.9	12.5	0	0
4. Organize and work with a general vocational advisory council.	104	3.4	15.4	32.7	26.9	14.4	8.7	1.9	40	104	4.0	25.0	32.7	29.8	12.5	0	0
5. Develop working relationships with employers and agencies.	104	3.7	15.4	41.3	27.9	9.6	3.8	1.9	40	104	4.0	30.8	24.0	29.8	11.5	1.9	1.9
6. Prepare and recommend cooperative agreements with other agencies.	104	2.8	6.7	21.2	29.8	20.2	13.5	8.7	140	104	3.2	16.3	24.0	37.5	13.5	3.8	4.8
7. Involve community in school programs and activities.	104	3.2	12.5	28.8	29.8	15.4	8.7	4.8	96	104	3.4	25.0	23.1	34.6	8.7	5.8	2.9

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
8. Participate in school organizations.	104	3.2	10.6	30.8	30.8	18.3	5.8	3.8	150	104	3.1	13.5	25.0	31.1	12.5	10.6	6.7
9. Participate in community organizations.	104	3.4	13.5	33.7	30.8	11.5	7.7	2.9	150	104	3.8	11.5	26.9	32.1	12.5	10.6	5.8
10. Promote good relationships between vocational and general education staff.	104	3.7	23.1	32.7	22.1	18.3	1.9	1.9	26	104	3.8	29.8	28.8	26.0	11.5	2.9	1.0
11. Encourage staff participation in community, civic service and social organizations.	104	3.0	11.5	21.2	33.7	21.2	10.6	1.9	140	104	3.3	17.3	25.0	30.8	11.5	12.5	2.9
12. Promote cooperative efforts of parent and teacher groups.	104	2.7	5.8	19.2	30.8	19.2	10.6	14.4	150	104	3.1	14.4	24.0	31.7	13.5	8.7	7.7
13. Conduct informational programs for the public (such as open house and career awareness programs).	104	3.1	8.7	25.0	37.5	10.6	11.5	6.7	112	104	3.3	22.1	23.1	30.8	9.6	7.7	6.7
14. Meet and confer with visitors.	104	3.4	13.5	32.7	28.8	13.5	8.7	2.9	140	104	3.2	13.5	27.9	33.7	12.5	9.6	2.9
15. Make public presentations on school programs and activities.	104	3.0	7.7	29.8	26.0	13.5	14.4	8.7	61	104	3.6	18.3	33.7	26.9	5.8	7.7	7.7

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
16. Conduct public hearings and meetings.	104	1.8	1.0	11.5	24.0	19.2	19.2	25.0	166	104	2.8	8.7	21.2	28.8	16.3	8.7	16.3
17. Conduct orientation programs for students and staff.	104	3.0	6.7	23.1	35.6	13.5	11.5	9.6	112	104	3.3	11.5	31.7	29.8	10.6	5.8	10.6
18. Conduct recognition programs for students, staff, and community supporters.	104	2.6	4.8	14.4	32.7	21.2	10.6	16.3	156	104	3.0	12.5	23.1	31.7	11.5	9.6	11.5
19. Plan for exhibits and displays.	104	3.3	2.9	13.5	29.8	22.1	18.3	13.5	156	104	3.0	6.7	26.0	29.8	13.5	12.5	11.5
20. Develop materials to promote the vocational programs.	104	3.0	6.7	28.8	29.8	14.4	10.6	9.6	75	104	3.6	18.3	33.7	27.9	10.6	1.9	7.7
21. Write news releases for school and area media.	104	3.5	7.7	19.2	22.1	21.2	14.4	15.4	75	104	3.5	21.2	27.9	25.0	11.5	2.9	11.5
22. Obtain and analyze feedback about the school.	104	2.7	6.7	26.0	22.1	24.0	11.5	9.6	96	104	3.4	22.1	26.0	23.1	13.5	5.8	9.6
23. Evaluate the public relations program.	104	2.7	5.8	26.0	24.0	16.3	14.4	13.5	112	104	3.3	18.3	26.0	26.0	14.4	3.8	11.5
24. Apply public "right-to-know laws and regulations.	104	2.5	6.7	14.4	29.8	17.3	14.4	17.3	150	104	3.1	14.4	21.2	33.7	11.5	4.8	14.4

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Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT																	
1. Determine the need for physical facilities.	104	3.3	15.4	28.8	29.8	16.3	6.7	2.9	40	104	3.7	26.0	31.7	27.9	9.6	2.9	1.9
2. Conduct land and facility feasibility studies.	104	3.4	5.8	13.5	27.9	19.2	18.3	15.4	112	104	3.3	19.2	23.1	32.7	10.6	6.7	7.7
3. Recommend building sites.	104	1.8	2.9	11.5	26.9	12.5	19.2	26.9	156	104	3.0	15.4	20.2	31.7	13.5	3.8	15.4
4. Recommend the selection of an architect.	104	1.0	2.9	4.8	16.3	3.8	25.0	27.1	167	104	2.7	15.4	14.4	25.0	9.6	8.7	26.9
5. Participate in architectural planning and submission of plans and specifications.	104	2.5	11.5	13.5	24.0	19.2	8.7	23.1	75	104	3.5	26.0	23.1	24.0	7.7	5.8	13.5
6. Prepare and submit equipment specifications.	104	4.1	37.5	28.8	23.1	5.8	3.8	1.0	5	104	4.2	39.4	30.8	20.3	7.7	0	1.9
7. Analyze building and recommend contract bids.	104	2.1	8.7	12.5	23.1	13.5	16.3	26.0	112	104	3.3	20.2	22.1	31.7	10.6	2.9	12.5
8. Analyze equipment quotations or bids.	104	3.7	31.7	23.1	19.2	14.4	6.7	4.8	11	104	3.9	36.5	24.0	22.1	9.6	3.8	3.8

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
9. Supervise building construction.	104	3.5	15.4	10.6	24.0	9.6	12.5	27.9	112	104	3.3	26.0	19.2	25.0	10.6	2.9	16.3
10. Recommend acceptance of new building.	104	2.4	14.4	7.7	26.9	9.6	12.5	28.8	112	104	3.3	24.0	20.2	24.0	11.5	5.8	14.4
11. Procure equipment and furnishings.	104	3.8	31.7	26.0	22.1	12.5	4.8	2.9	11	104	4.0	36.5	25.0	24.0	7.7	3.8	2.9
12. Develop and implement an equipment and supply inventory and control system.	104	3.7	24.0	30.8	25.0	12.5	6.7	1.0	18	104	4.0	38.5	20.2	29.8	5.8	3.8	1.9
13. Establish preventive maintenance program for equipment and facilities.	104	3.5	23.1	27.9	22.1	16.3	8.7	1.9	26	104	3.8	33.7	24.0	26.0	8.7	4.8	2.9
14. Establish and practice emergency plans (such as fire and disaster).	104	2.7	8.7	25.0	21.2	23.1	16.3	5.8	75	104	3.5	21.2	28.8	27.9	12.5	5.8	3.8
15. Establish and oversee a security program.	104	2.5	6.7	22.1	22.1	17.3	12.5	19.2	156	104	3.1	20.2	17.3	28.8	12.5	4.8	16.3
16. Schedule and oversee community's use of facilities.	104	3.0	13.5	23.1	27.9	12.5	13.5	9.6	156	104	3.0	13.5	24.0	26.9	19.2	7.7	8.7

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
17. Develop long-range facility and equipment plans.	104	3.1	14.4	23.1	27.9	18.3	10.6	5.8	112	104	3.3	14.4	28.8	28.8	18.3	2.9	6.7
18. Prepare and submit renovation and alteration plans.	104	2.6	8.7	19.2	25.0	16.3	18.3	12.5	150	104	3.2	17.3	23.1	27.9	11.5	6.7	13.5
CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT																	
1. Recommend financial policies.	104	2.9	12.5	26.9	17.3	17.3	12.5	13.5	75	104	3.5	24.0	26.9	26.9	10.6	3.8	7.7
2. Recommend and supervise purchasing and payment procedures.	104	3.4	21.2	26.9	26.9	12.5	5.8	6.7	26	104	3.8	28.8	28.8	30.8	5.8	1.9	3.8
3. Recommend and supervise receiving and shipping procedures.	104	3.1	11.5	28.8	23.1	18.3	13.5	4.8	140	104	3.2	14.4	26.9	33.7	12.5	8.7	3.8
4. Analyze the cost of operating various instructional programs.	104	3.6	21.2	31.7	20.2	17.3	4.8	4.8	26	104	3.8	32.7	26.0	27.9	8.7	1.9	2.9
5. Locate sources of funds for program development and operation.	104	3.0	14.4	20.2	31.7	15.4	9.6	8.7	40	104	3.7	27.9	26.9	25.0	11.5	2.9	5.8

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
6. Recommend and regulate operational budgets.	104	3.8	26.9	30.8	21.2	11.5	6.7	2.9	18	104	4.0	32.7	30.8	25.0	8.7	1.9	1.0
7. Recommend and regulate program budgets.	104	3.8	26.9	33.7	20.2	9.6	7.7	1.9	18	104	4.0	32.7	29.8	26.9	8.7	1.0	1.0
8. Recommend and regulate capital improvement budgets.	104	2.8	8.7	20.2	28.8	18.3	11.5	12.5	96	104	3.4	22.1	26.0	23.1	17.3	2.9	8.7
9. Recommend and prepare long-range budgets based on total program requirements.	104	3.1	8.7	29.8	30.8	15.4	9.6	5.8	61	104	3.6	25.0	27.9	29.8	9.6	3.8	3.8
10. Adopt and appropriate financial accounting system.	104	2.5	10.6	15.4	24.0	15.4	8.7	26.0	96	104	3.4	25.0	22.1	24.0	7.7	2.9	18.3
11. Approve all expenditures.	104	3.9	36.5	22.1	22.1	5.8	7.7	5.8	26	104	3.8	31.7	25.0	26.0	10.6	3.8	2.9
12. Approve all requisitions and work orders.	104	3.8	33.7	22.1	19.2	12.5	8.7	3.8	75	104	3.5	25.0	26.0	24.0	16.3	4.8	3.8
13. Recommend insurance coverage needs.	104	2.1	6.7	10.6	26.9	14.4	15.4	26.0	165	104	2.9	14.4	19.2	26.9	14.4	5.8	19.2
14. Respond to business correspondence.	104	3.5	20.2	28.8	26.9	18.3	2.9	2.9	75	104	3.5	24.0	25.0	29.8	12.5	4.8	3.8

Task Number and Statement	#of Respondents	Estimated amount of time spent performing each task in your job as a local administrator (% Responding)							Rank Order of Need	#of Respondents	Degree of training most administrators need in order to effectively perform this task (% Responding)						
		Mdn.	5	4	3	2	1	0			Mdn.	5	4	3	2	1	0
15. Prepare local, state, and federal reports.	104	4.2	40.4	31.7	14.4	7.7	3.8	1.9	2	104	4.2	41.3	27.9	21.2	2.9	3.8	2.9

APPENDIX M

SIGNIFICANT DIFFERENCES (CHI-SQUARE) IN THE RELATIVE AMOUNT OF TIME SPENT PERFORMING ADMINISTRATIVE TASKS AS PERCEIVED BY SECONDARY VERSUS POST-SECONDARY LEVEL ADMINISTRATORS

SIGNIFICANT DIFFERENCES (CHI-SQUARE) IN THE RELATIVE AMOUNT OF TIME SPENT PERFORMING ADMINISTRATIVE TASKS AS PERCEIVED BY SECONDARY VERSUS POST-SECONDARY LEVEL ADMINISTRATORS

Task Number and Statement		Statistical Signif. Level	# of Respondents	Secondary (% Responding)						# of Respondents	Post-Secondary (% Responding)					
				5	4	3	2	1	0		5	4	3	2	1	0
A-5	Conduct occupational task analysis for use in curriculum development.	.0354	63	4.8	30.2	22.2	22.2	14.3	6.3	35	11.4	20.0	42.9	14.3	0.0	11.4
A-18	Implement other relevant state and federal legislation (such as CETA).	.0026	63	1.6	12.7	39.7	17.5	15.9	12.7	35	14.3	34.3	20.0	22.9	5.7	2.9
A-27	Write proposals for the funding of new programs and the improvement of existing programs.	.0053	63	7.9	25.4	30.2	9.5	19.0	7.9	35	28.6	31.4	25.7	14.3	0.0	0.0
A-28	Coordinate local demonstration, pilot, and exemplary programs.	.0028	63	3.2	7.9	36.5	15.9	23.8	12.7	35	17.1	31.4	22.9	8.6	8.6	11.4
D-3	Assess programs staffing requirements (i.e. program justification, competencies, legalities, etc.).	.0177	63	7.9	25.4	42.9	11.1	9.5	3.2	35	28.6	37.1	25.7	8.6	0.0	0.0
D-9	Establish staff grievance procedures.	.0343	63	1.6	12.7	36.5	9.5	28.6	11.1	35	20.0	5.7	31.4	14.3	22.9	5.7
D-20	Recommend staff promotions and dismissals.	.0211	63	7.9	23.8	23.8	19.0	17.5	7.9	35	22.9	11.4	45.7	5.7	11.4	2.9

Task Number and Statement	Statistical Signif. Level	#of Respondents	Secondary (% Responding)						#of Respondents	Post-Secondary (% Responding)					
			5	4	3	2	1	0		5	4	3	2	1	0
G-6 Prepare and recommend cooperative agreements.	.0042	63	6.3	9.5	33.3	20.6	19.0	11.1	35	8.6	40.0	25.7	20.0	2.9	2.9
H-5 Participate in architectural planning and submission of plans and specifications.	.0429	63	4.8	14.3	27.0	17.5	7.9	28.6	35	25.7	11.4	17.1	20.0	11.4	14.3
H-18 Prepare and submit renovation and alteration plans.	.0493	63	4.8	20.6	20.6	12.7	25.4	15.9	35	17.1	17.1	28.6	22.9	8.6	5.7
I-3 Recommend and supervise receiving and shipping procedures.	.0221	63	12.7	39.7	20.6	14.3	9.5	3.2	35	8.6	8.6	31.4	22.9	22.9	5.7

APPENDIX N

SIGNIFICANT DIFFERENCES (CHI-SQUARE) IN THE RELATIVE AMOUNT OF TIME SPENT PERFORMING ADMINISTRATIVE TASKS AS PERCEIVED BY RURAL VERSUS URBAN ADMINISTRATORS

SIGNIFICANT DIFFERENCES (CHI-SQUARE) IN THE RELATIVE AMOUNT OF TIME SPENT PERFORMING ADMINISTRATIVE TASKS AS PERCEIVED BY RURAL VERSUS URBAN ADMINISTRATORS

Task Number and Statement	Statistical Signif. Level	# of Respondents	Rural (% Responding)						# of Respondents	Urban (% Responding)					
			5	4	3	2	1	0		5	4	3	2	1	0
B-8 Guide staff in integrating and articulating the vocational program with the total vocational program.	.0139	79	20.3	25.3	45.6	2.5	2.5	3.8	18	22.2	50.0	11.1	16.7	0.0	0.0
B-16 Approve selection of instructional equipment.	.0297	79	16.5	49.4	15.2	12.7	3.8	2.5	18	38.9	11.1	22.2	27.8	0.0	0.0
D-2 Maintain vocational personnel handbook.	.0284	79	6.3	24.1	32.9	12.7	15.2	8.9	18	16.7	0.0	50.0	27.8	0.0	5.6
D-9 Establish staff grievance procedures.	.0164	79	6.3	12.7	40.5	5.1	26.6	8.9	18	16.7	11.1	11.1	27.8	22.2	11.1
H-4 Recommend the selection of an architect.	.0465	79	2.5	5.1	20.3	1.3	20.3	50.6	18	0.0	5.6	5.6	11.1	44.4	33.3
H-8 Analyze equipment quotations or bids.	.0025	79	30.4	26.6	21.5	7.6	7.6	6.3	18	44.4	0.0	11.1	38.9	5.6	0.0
H-18 Prepare and submit renovation and alteration plans.	.0394	79	6.3	24.1	21.5	12.7	20.3	15.2	18	16.7	5.6	38.9	27.8	11.1	0.0

APPENDIX O

SELECTED CHARACTERISTICS OF RESPONDENTS

SELECTED CHARACTERISITCS OF RESPONDENTS

TITLE OF PRESENT JOB

Present Job Title	Frequency	Percent
Voc. Director	78	75.0
Assistant Director	20	19.2
Voc. Coordinator	1	1.0
Other	5	4.8
Total	104	100.0

SCHOOL TYPE

Type	Frequency	Percent
No Response	4	3.8
Secondary	38	36.5
Secondary Comp.	25	24.0
Post-Secondary Voc.	12	11.5
Post-Secondary Comp.	23	22.1
Other	2	1.9
Total	104	100.0

NUMBER OF VOCATIONAL PROGRAMS ADMINISTERED

No. of Programs	Frequency	Percent
0-4	5	4.8
5-9	36	34.6
10-14	27	26.0
15-Over	36	34.6
Total	104	100.0

SIZE OF VOCATIONAL PROGRAMS BY NUMBER OF TEACHERS

Teachers	Frequency	Percent
0-4	6	5.8
5-9	23	22.1
10-14	25	24.0
15-19	15	14.4
20-Over	35	33.7
Total	104	100.0

SIZE OF VOCATIONAL PROGRAMS BY NUMBER OF STUDENTS

Students	Frequency	Percent
0-99	12	11.5
100-199	9	8.7
200-299	22	21.2
300-399	18	17.3
400-499	10	9.6
500 & Over	33	31.7
Total	104	100.0

TYPE OF COMMUNITY SCHOOL DISTRICT SERVES

Type of Community	Frequency	Percent
Rural	79	76.0
Urban	18	17.3
No Response	7	6.7
Total	104	100.0

PERCENT OF TIME DEVOTED TO VOC-TECH ADMINISTRATION

Percent of Time	Frequency	Percent
0-24	25	24.0
50-74	3	2.9
75-100	76	73.1
Total	104	100.0

YEARS OF EXPERIENCE AS VOC-TECH ADMINISTRATOR

Years of Experience	Frequency	Percent
0-4	39	37.5
5-9	43	41.3
10-14	16	15.4
15-19	5	4.8
20 & Over	1	1.0
Total	104	100.0

YEARS OF TEACHING VOCATIONAL SUBJECTS

Years Teaching	Frequency	Percent
0-4	27	26.0
5-9	36	34.6
10-14	17	16.3
15-19	10	9.6
20 & Over	14	13.5
Total	104	100.0

YEARS OF TEACHING NON-VOCATIONAL SUBJECTS

Teaching Non-Voc Subjects	Frequency	Percent
0-4	86	82.7
5-9	10	9.6
10-14	5	4.8
15-19	1	1.0
20 & Over	2	1.9
Total	104	100.0

INTEREST IN SERVING AS A CONSULTANT

Interest in Consulting	Frequency	Percent
Yes	34	32.7
No	62	59.6
No Response	8	7.7
Total	104	100.0

VOCATIONAL DIRECTOR'S EXPERIENCE WITH DEVELOPING COMPETENCY-BASED INSTRUCTIONAL MATERIALS

Developed Materials	Frequency	Percent
Yes	16	15.4
No	74	71.2
No Response	14	13.5
Total	104	100.0